

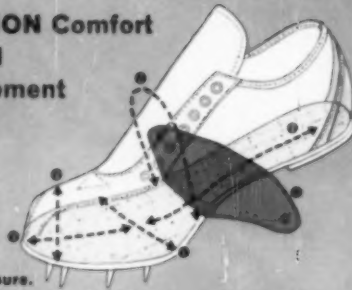
SCHOLASTIC COACH

OCTOBER 1960 • 35c



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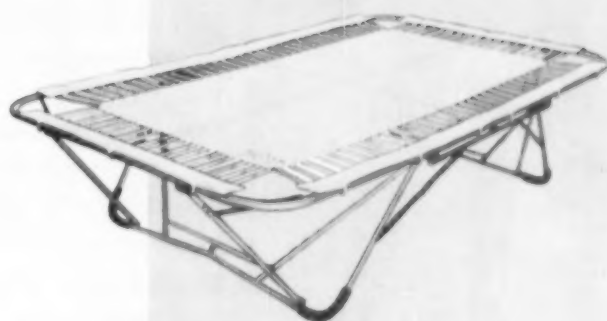


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SCHOLASTIC COACH

Reg. U. S. Pat. Off.

VOLUME 30 • NUMBER 2 • OCTOBER 1960

IN THIS ISSUE

HERE BELOW (Soddenly, Last Summer)	5
MOVING WITHOUT THE BALL by Bobby Sand	7-9
2ND OPTION IN THE AUBURN SHUFFLE by Joel Eaves	10
DEFENDING THE JUMP SHOT by Jerry Grunski	12
HIT THE ZONE WITH MOVEMENT by Paul E. Meadows	16
DOUBLE POST VS. THE MAN-TO-MAN by Moe Tener	20
PRACTICE FOR COMPETITIVE SWIMMERS by Bill Dunn	24
SIX-WEEK BASIC COURSE IN JUDO by Lindy Avakian	28
1-2-2 ZONE WITH A CHASE by Bill Mulligan	32
PRIMER FOR DEFENSIVE ENDS by Raymond R. Troxell, Jr.	38
NATIONAL SURVEY: EXTRA PAY FOR COACHING by Dr. William A. Healey	44
A GYM DECATHLON by David H. Fried	51
NOVEL TECHNIQUES IN TEACHING SWIMMING by Erwin G. Fieger	52
INITIATING H. S. GYMNASTICS by Richard L. Thornton	56
DOUBLE X TAPING FOR ANKLES by Ralph L. Wickstrom	60
GENERAL CARE OF SOFT TISSUE INJURIES by Dr. Joseph Goldenberg	62
FOOD FOR THE TRAINING TABLE by Dr. Theodore G. Osius	64
BASIC POINTS IN BUILDING TEAM MORALE by Chester Barner	70
NEW EQUIPMENT	72
1-3-1 VS. ALL DEFENSES by Tom Griffin	76
COACHES' CORNER	86
NEW BOOKS ON THE SPORT SHELF	88

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A Special Report to Athletic Directors, Coaches and Trainers...

**"Again in 1960 we've designed striking new knits,
new patterns to add more color to basketball"**

John Roan

RAWLINGS' CHIEF CLOTHING DESIGNER



Fit, design and color are your chief points of interest in basketball uniforms, and we give particular attention to these areas. I wish you could see these sample uniforms in full color. Perhaps even in black and white you can distinguish the striking designs. They're all new for 1960.

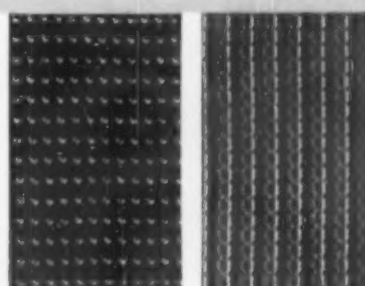
We try to give our uniforms a *spirited* look, always keeping the design in good taste. We also show here a few warm-up and award jackets from our fine selection for 1960. But despite the emphasis on patterns and colors in basketball uniforms, we believe fit and comfort are just as important.



The key to comfort and good looks in a basketball shirt is the way the openings for the neck and arms are styled. We design these areas so the shirt fits snug without being too tight. The shirt never interferes with free movement of arms and shoulders. The quality of materials used in the shirt keeps these areas from sagging or looking sloppy.



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This year we have developed two unique, colorful knits. We call them V-Knit (above left) and Ivy-Knit (right). V-Knit is available in all standard athletic colors or any two color combinations. The Ivy-Knit pattern is a combination of three colors. For example, a basic scarlet background with royal blue and white woven into the patterns. Ivy-Knit is available in nine different color combinations. It's a new, distinctively different material—and it's exclusive with Rawlings.



This year again, we are offering one-piece knit trim in five individual patterns and in all standard athletic colors. The illustration above shows you the various patterns. Color mixtures within these patterns offers practically unlimited variety. We invite you to have your Rawlings representative show you samples of the many striking new materials available in Rawlings basketball uniforms and warm-up and award jackets for 1960. As always, Rawlings uniforms are expertly Team-Tailored.



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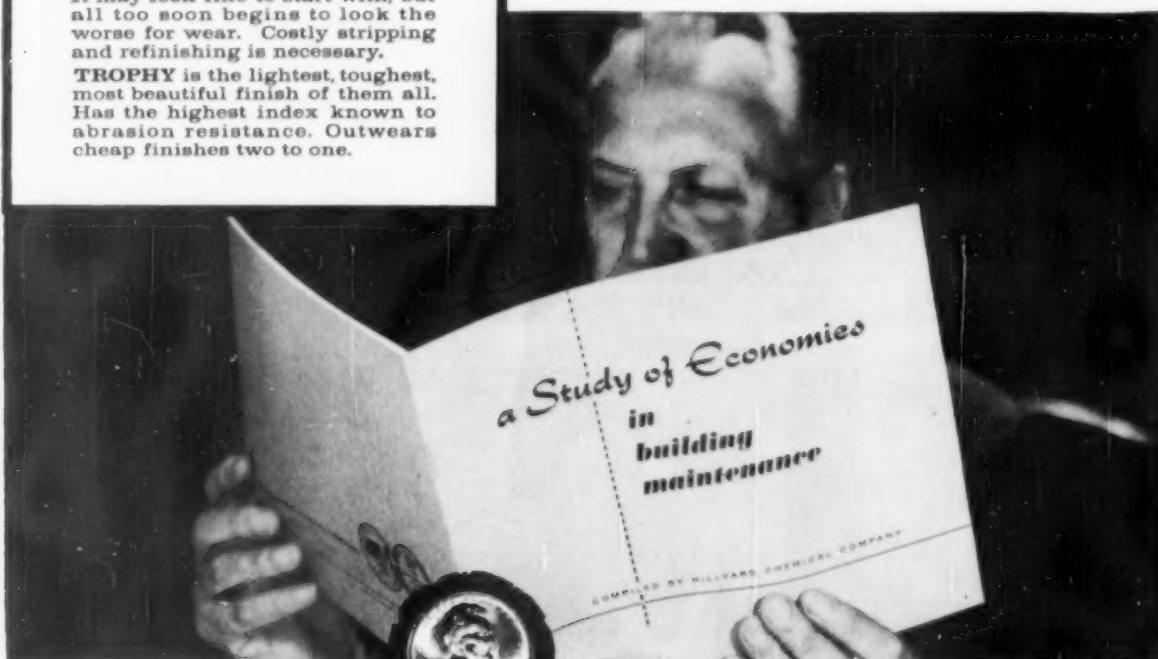
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Soddenly, last summer

BEING the kind of sports fan who'd walk a mile to see two camels (or even two Chesterfields) race, we go wild, simply wild over the Olympic Games. For spectacle, drama, and pulse-pounding action, it cannot be surpassed—even by Hollywood's three-hour passion plays in glorious technicolor.

The 1960 Olympics was the best yet. A berserk disc jockey couldn't have broken more records. Yet it's comforting to know that we can sit back and relax for four years before the next edition rolls around.

The darned thing has become too vertiginous, too pressureful, too everything. It has become a thunderous conflict between the forces of good (Americans) and the forces of evil (Russia): Can warm-blooded American boys weaned on hot dogs and *Huckleberry Finn* chuck a javelin farther than cold-blooded Russian boys weaned on borscht and *Das Kapital*?

There's a plot with more social significance (and heart burn) than a May Day speech in Moscow!

THAT the Russians exploit the Games for national aggrandizement, we all know. But it's dismaying to see America, with its traditional dedication to idealism and sportsmanship, being prodded into an orgy of frenzied nationalism.

We seem to be losing our perspective. When several American "sure-winners" proved their vulnerability by losing, some of our badge-wearers disgraced both themselves and the American reputation for good sportsmanship.

How could a Johnny Thomas, a Harold Connolly, or a Ray Norton lose a meet? It couldn't have been their opponents (everyone of whom broke an Olympic or world record). So it had to be something else. That "something", concluded some obtuse buffoon, was "wine, women, and song."

The press, that tower of truth and

light, poured the whine into their headlines, and it was dreadful. It exposed Uncle Sam to the world as a whining alibi-Ike. How the Russians loved that one! Happily for us, our coaches quickly golfed that goof-ball out of the park.

As they pointed out, our people simply have to grow up and accept the facts of track life. We're no longer competing against half-starved, poorly coached, sports-backward countries.

THE hard, cold fact is that the whole world is getting better and better. Sputniks are zooming around outer space. Nuclear energy is powering the machine. Pictures are flashed around the world in seconds.

So what's to keep the athlete from progressing similarly? Food is better and more plentiful. People are growing bigger and stronger. Coaching and training techniques are making giant strides. Man's knowledge of the human body is greater.

Ironically, Uncle Sam has done more than its share to elevate the world's sports I.Q. We're continually sending our finest coaches and athletes to the less enlightened lands of sports, and they've been doing a wonderful job of sports education.

No wonder the competition has grown stronger, and will grow even stronger. All the more reason why all of us should be terribly proud of the grand job our kids did in Rome. We were absolutely great in track and swimming. Our boxers and wrestlers were outstanding, and our basketball team waltzed through the tournament.

So we lost a few events we thought we'd win. But we also won a few events we thought we'd lose. Why panic?

And why worry about the unofficial point tallies? Their fatal fallacy is obvious. The events aren't weighted in importance, so that a team victory in, say, basketball or soccer or a gold-medal performance

in track or swimming, will yield the same number of points as, say, a victory in such soul-stirring events as the women's side horse vaulting, the individual dressage grand prix (equestrian), the dinghy Finn class yachting, or the 10,000-meter kyak singles.

Of such stuff was the great Russian "victory" fashioned.

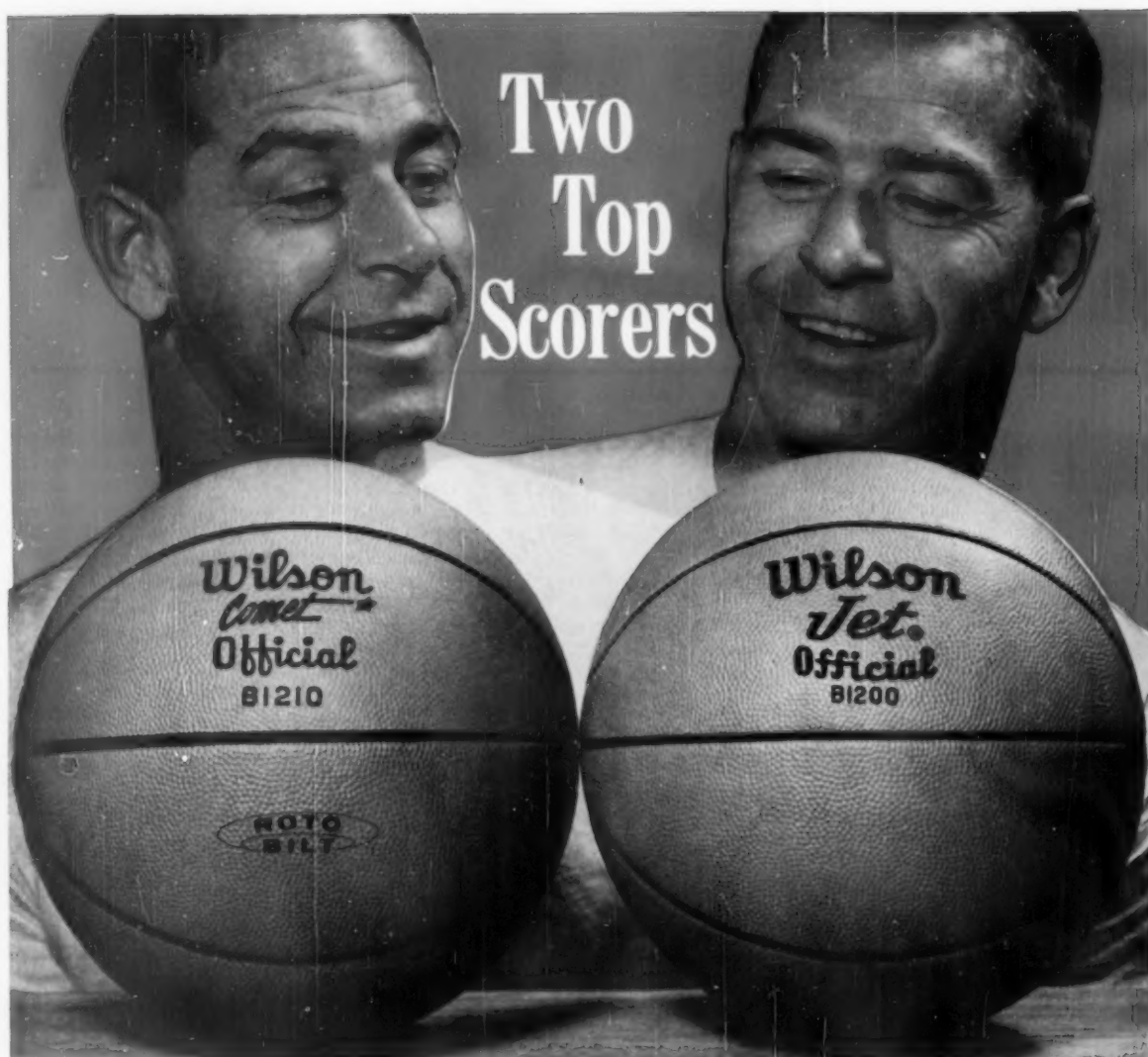
"We're never going to win," warns one of our badge wearers, "as long as our youth is more interested in hot rods, television, and fun. No country can win in international competition that way. It requires intense, mass athletic programs and all-year round coaching, training, and competition."

OH, HELL, what's so holy about the Olympics that we have to make a crusade of them? Let our kids have their fling at T.V. and hot rods. Youth is too short and too beautiful to be wasted on grim, unending contortions on high bars, low bars, and just plain bars. Let's encourage our kids to lead happy, well-rounded lives, with sports being the fun, healthful spicing and not the whole cake.

If the Russians want their points so badly, let 'em work on their tedious, regimented, mass fitness programs. And let's not worry too much about the propaganda value of Olympic victories. The constant winner breeds just one thing—hatred. Look at the N. Y. Yankees. Look at the boo-tiful way our own track athletes were greeted in Rome.

The big thing to remember is that the Olympics is nothing but a king-sized game. But therein lies its *raison d'être*. By giving the world's championship athletes a chance to compete against one another in a profoundly dramatic setting, the Games serve to dramatize and popularize the cause of athletics and physical fitness.

That's all the justification the
(Continued on page 74)



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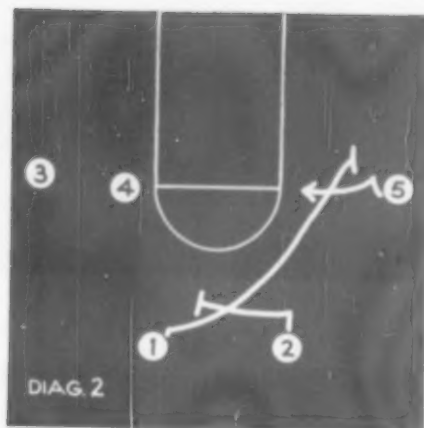
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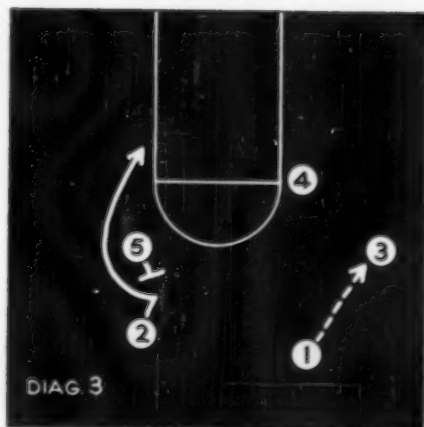
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Moving Without the Ball

*Keep the opponent busy
and make yourself a threat
anywhere on floor*



By BOBBY SAND
City College of New York

HAVE you ever stopped to wonder about how long a basketball player actually handles the ball during the course of a 40-minute game? According to Elmer Ripley, the great Original Celtic who coached the 1960 Canadian Olympic Team, the average player will handle the ball about four minutes!

The inevitable question follows: What does the player do during the other 16 minutes his team has the ball?

Too frequently the player does nothing. He stands around and watches the man with the ball. If a shot is attempted, he may decide to go in for the rebound. But by and large, he contributes little to the offense.

Let's examine some of the things he can do to powerize the attack—those little moves and tactics *without the ball* that should be part of every player's game and every coach's teaching program.

The chief idea is to keep the defensive man busy, thus preventing him from sagging or sloughing off and closing the middle to cutters or passers. By keeping in motion, the man without the ball also enables the offense to maintain proper balance and spacing.

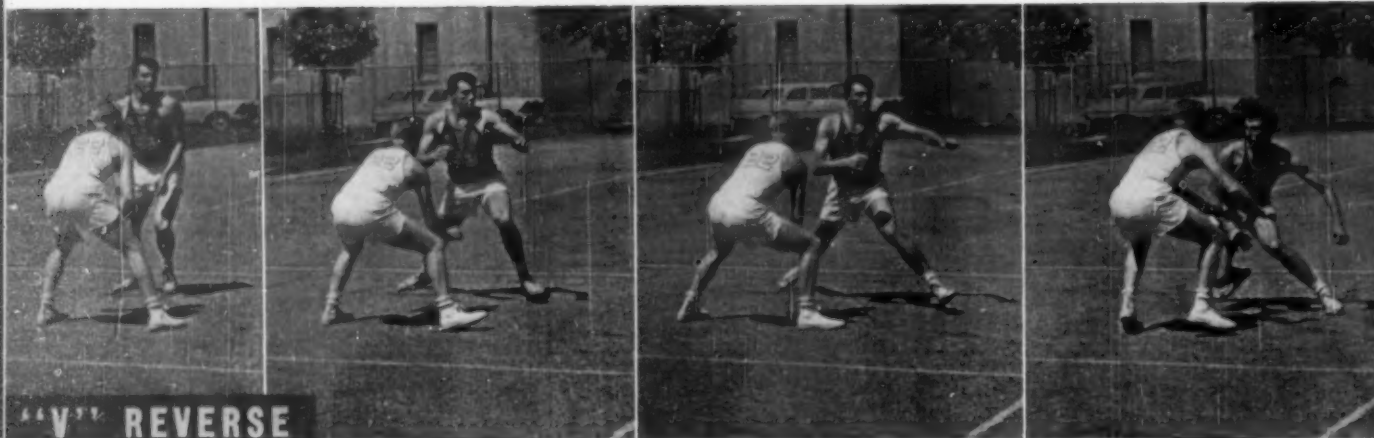
For example, how many times have you seen a backcourt man cut through the middle and then stand still underneath the basket? This can be disastrous. On a quick change of possession, a fast break will catch the guard's team short-handed in the backcourt. With continual movement, the offense assures good rebounding positions and constant readiness for any changeover in tactics.

The key to good offense lies in the ability of the individuals to do something without the ball. The least a play-

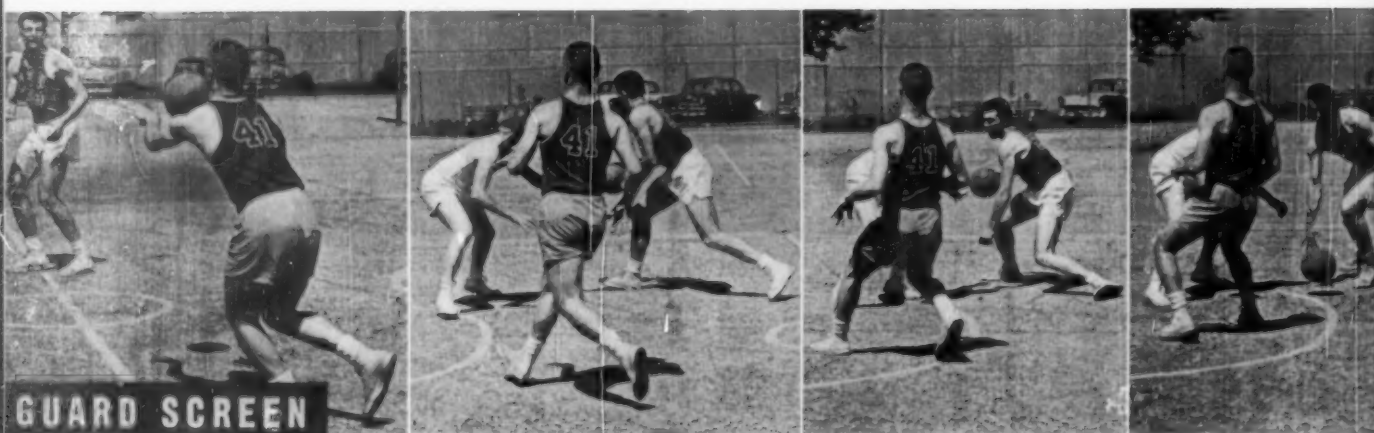
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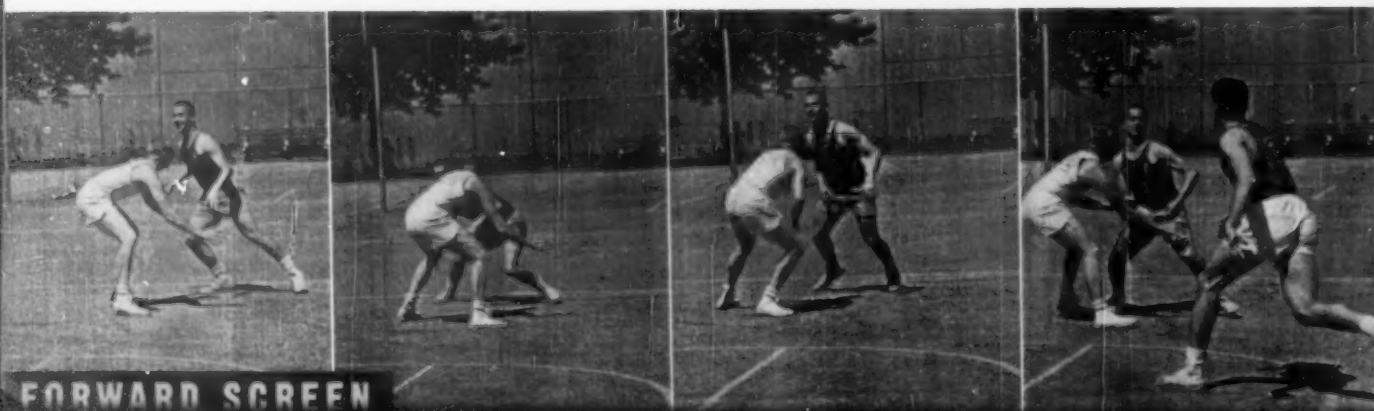
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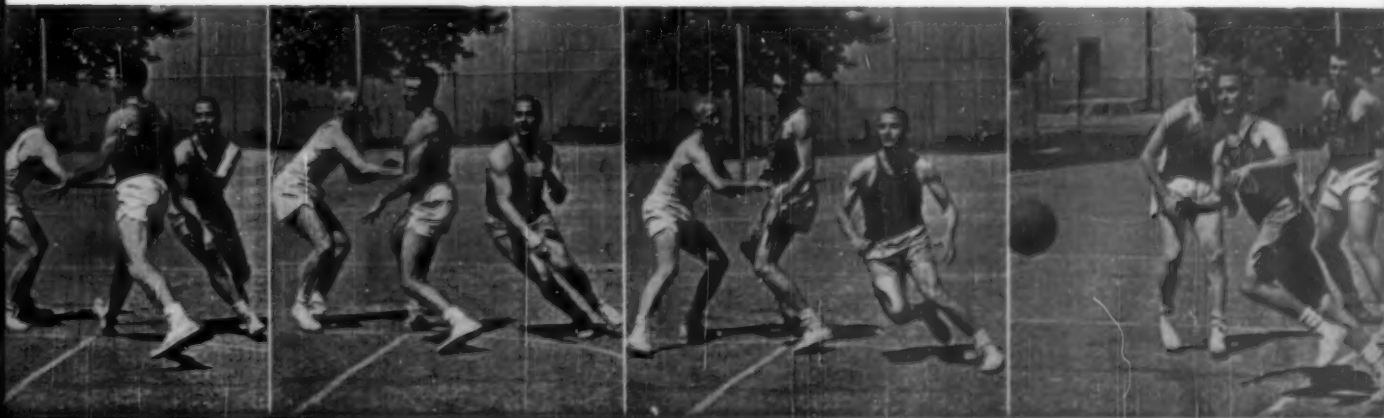
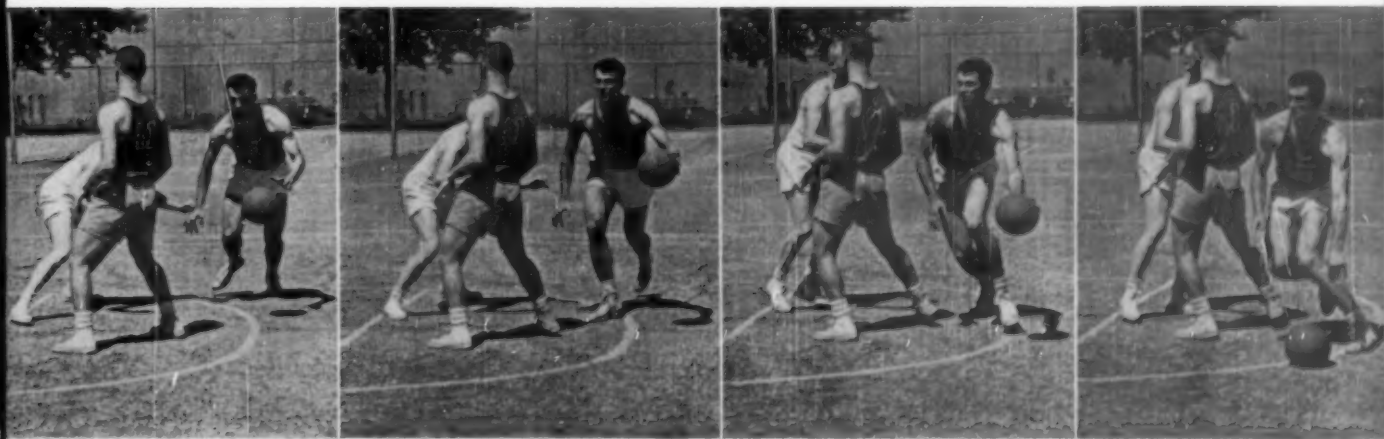
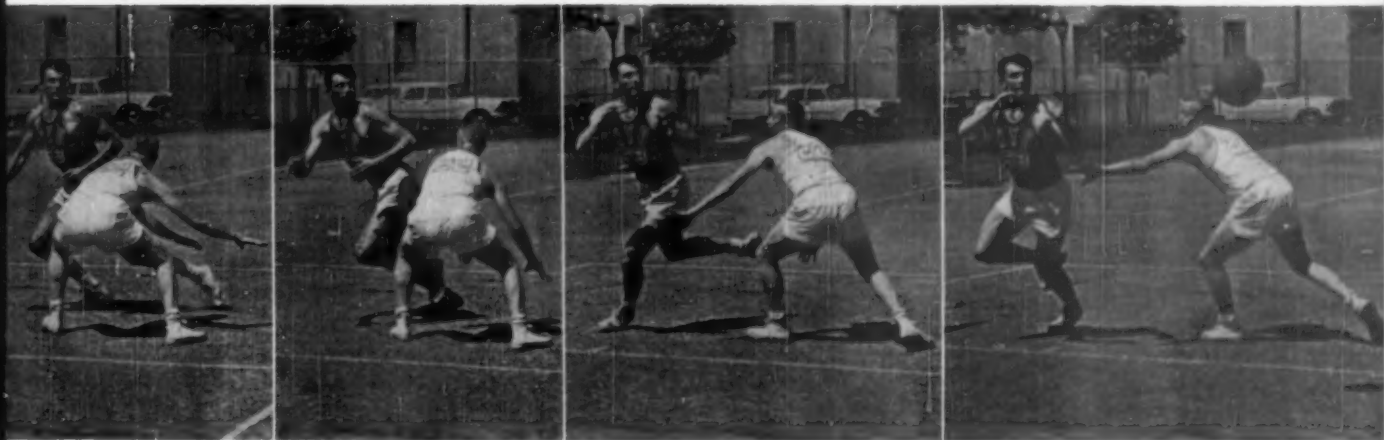
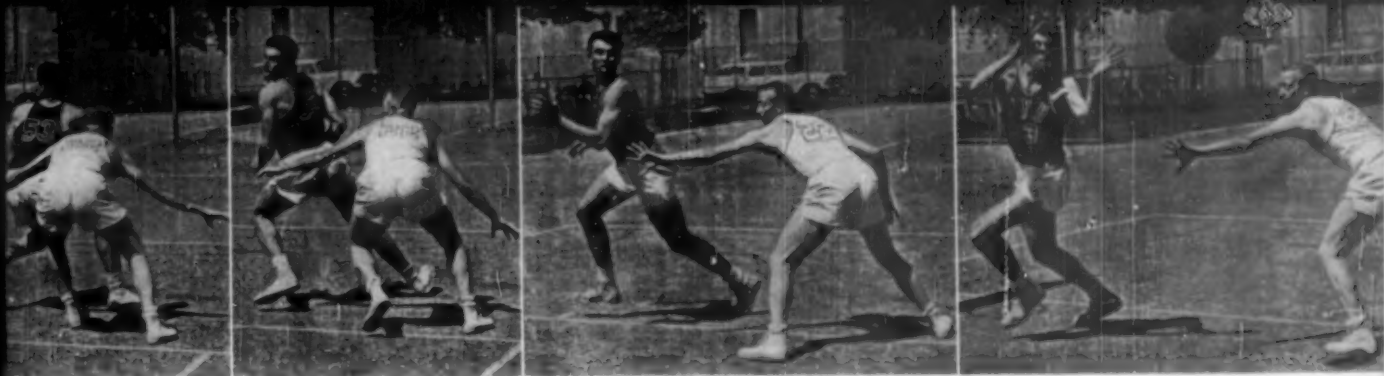
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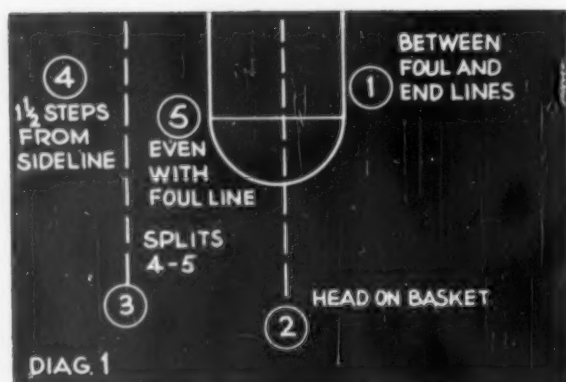


GUARD SCREEN



FORWARD SCREEN





AS MOST coaches know, Auburn employs a pattern and continuity offense from an overload formation, which we call the Shuffle. Each man occupies a definite spot on the floor (numbered 1 to 5), with the 3 man determining the overload and the offense forming on him.

As shown in **Diag. 1**, No. 1 sets up near the foul lane between the foul and end lines, playing as deep as the defense will let him while still being able to get the ball.

No. 2 lines up head on the basket but always farther from it than 3. We tell him to be at least a step deeper, since that makes it easier to get the ball to him.

No. 3 splits the area between 4 and 5, moving up as far as the defense permits. Normally we prefer to get him close because it facilitates his cut.

No. 4 sets up a step and a half from the sideline because we rarely cut to his outside and he faces to the inside. We have him two steps deeper than the 5 man.

No. 5 lines up even with the foul line extended, just outside the circle.

From this basic alignment, we run the continuity and its options. (Ed. note: All of this is beautifully described in Coach Eaves' book, *Basketball's Shuffle Offense*, published earlier this year by Prentice-Hall, Inc.)

Now it's an accepted principle that a strict pattern offense can be defended. So to offset this fact, we're

continually experimenting with variations and expanding the free-lance moves. About the middle of the 1960 season, we started to use the option that's the basis for this article. We wanted to have something different at this stage of the season to stimulate player interest and also to partially counteract the opponents' scouting information.

In addition, we wanted to cope with the teams that were switching on every cut by our 3 man. We rarely saw a normal defense, and some of our opponents were doing very good jobs of defending the Shuffle.

The pattern under discussion was called the 2nd Option, and the key was the 2 man crossing in front of the 3 man moving the ball up court. 3 actually initiates this by calling to 2 and slowing his dribble to permit 2 to clear in front. 2 is told to cut toward the basket before crossing in order to bother any defensive switching plans and to make him a potential scorer if 3 passes to him early. 4 closes on 5 to form a double screen, and faces the basket.

Diag. 2 shows the basic movement in this 2nd Option. Note that essentially 3 and 2 merely change places and take the identity of the spot they occupy. Also, the ball is taken to the new spot by a dribble instead of a pass. Here 2 cuts the back side, if his man is playing him normally. 3 and 4 rebound, 5 balances, and 1 stops the ball on any fast break attempt.

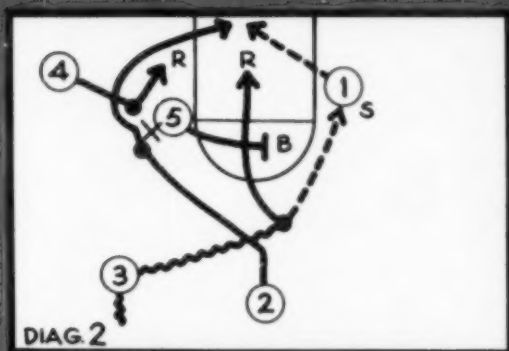
Since the back-side cut is most desirable, the defense on 2 may start to favor that side. Normally, as shown in **Diag. 2**, 2 must wait until 3 passes to 1 before cutting off the double screen. Now 3 is told to check the defense on 2 before passing in to 1.

If, as shown in **Diag. 3**, 3 sees the defense overplaying 2 to the outside, he passes to 2, giving him the right to (a) shoot the set shot behind the screen, (b) use a dribble and the jump shot in the middle, or (c) return pass to 3 and then run the normal pattern. Since the ball hasn't gone inside to 1, the rebounding is handled

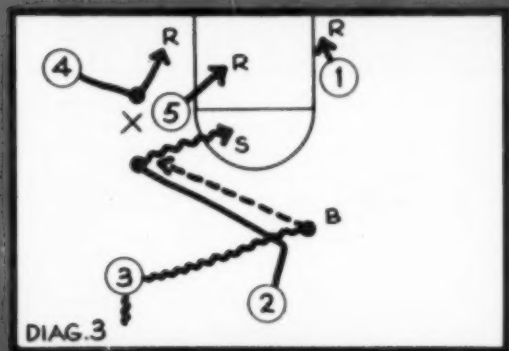
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By **JOEL EAVES**, Head Coach, Auburn University

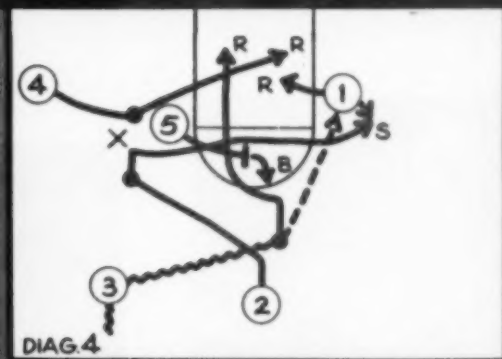
2nd Option in the AUBURN SHUFFLE



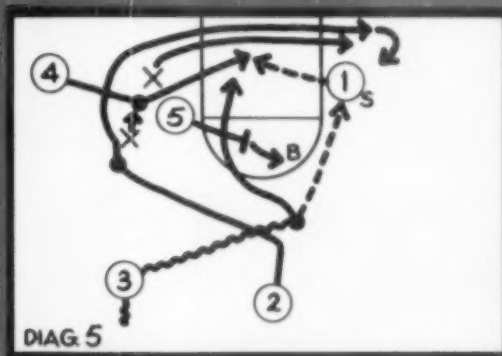
DIAG. 2



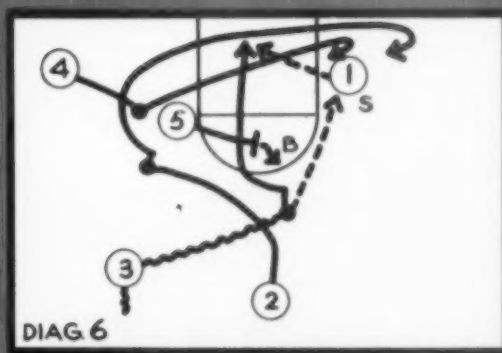
DIAG. 3



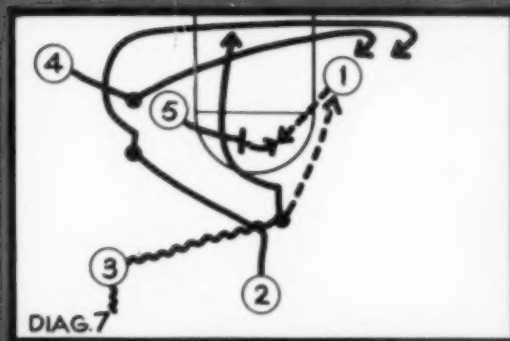
DIAG. 4



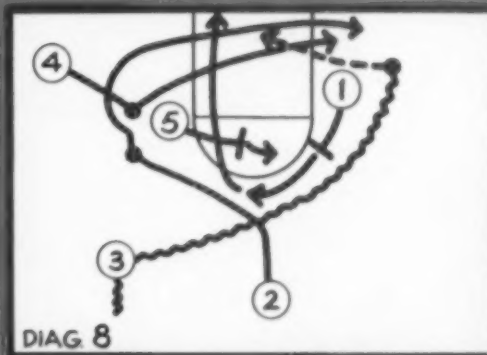
DIAG. 5



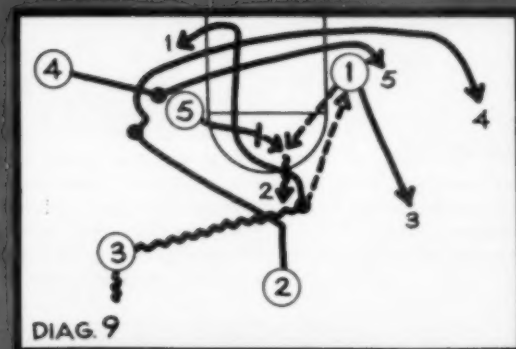
DIAG. 6



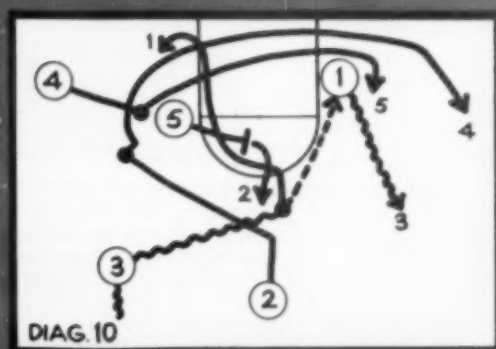
DIAG. 7



DIAG. 8



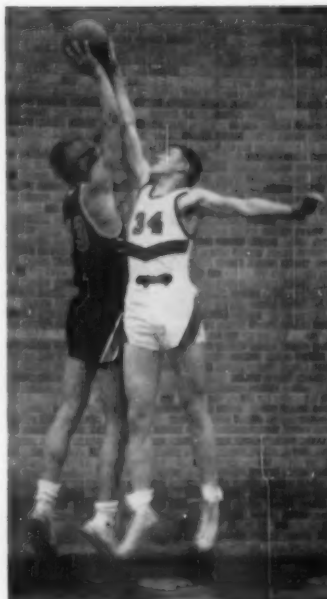
DIAG. 9



DIAG. 10



FIGS. 1-2, Straight-In Block: The defenders have timed their leap correctly, aiming a single arm at the base of the shooter's grip on the ball. Arching back and use of trailing arm as rudder prevent contact during thrust at ball.



FIGS. 3-4, Frequent Types of Contact in Straight-In Block: At left, the defender has leaped too vigorously toward the shooter and committed a common misdemeanor—a body-contact foul. Right, the follow through of the block shown in Fig. 2 seems to result in a slapped wrist for the shooter. But this action is frequently ignored by refs (unless slap is audible), since body contact is avoided.



FIG. 5, Pike or Jackknife Block: Leap is straight upward, with bend at waist. View clearly illustrates the one advantage a blocker has with a single outstretched arm over-extending the shooter's two-hand reach.



FIGS. 6-8, Circular Arm Sweep: In approach (left), the defender is about to take off on one foot—the foot used normally in a layup. Intense lunge and vigorous arm action.

By JERRY GRUNSKA

Coach, Highland Park (Ill.) High School

Defensing the Jump Shot

AS a basketball coach, I don't claim to have the antidote to that plague known as the jump shot. I doubt if there is one. If there is, it's certainly a well-kept secret. I know I've never seen anything on the defending of this lethal weapon.

Too many coaches are fatalistic on this score. They're inclined to throw up their hands and say, "What can you do against a good jump shooter?" Other coaches are content to tell their guards to stay close to the jump shooter, force him away from the choice shooting spots, and to nudge him off balance (with the chest) when he goes up for the shot.

Rather than adopt a fatalistic attitude or trust to divine providence (luck), I've attempted to develop a number of skills in blocking the jump shot. These individual techniques have been developed through trial and error by our squad members, observations of college and pro athletes, and analysis of the tactics employed by our opponents.

No question about it, the tremendous challenge of blocking a jump shot stems from the fact that the shooter *knows* when he is going to jump in the air, while the defense doesn't. Should the defender anticipate the move, he's likely to be faked off his feet. And if his reac-

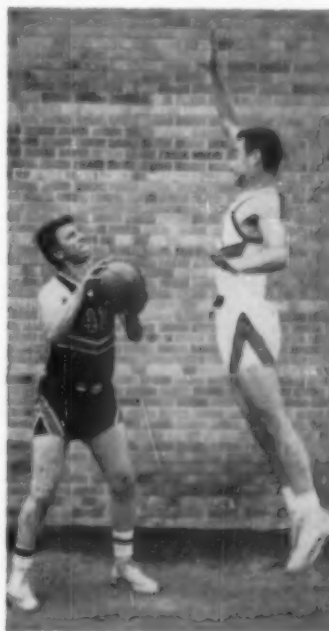
tion time isn't hair-trigger quick, he'll always be late in timing his leap.

He must respond to the stimuli of the shooter's movement. Admittedly, the simple laws of stimulus and response give the shooter the advantage of prior movement. The defender can hardly avoid being a trifle late in his timing no matter how hard he tries. The process of timing the defensive leap is so complex that I feel it's nearly unteachable. It must be an inherent factor in the athlete's makeup; a sort of "sixth sense" in his reflexes.

Even when the timing is right, there's always the big danger of



help attain maximum height. Center: A well-timed swipe at the ball as the defender nears the peak of his leap. Right: Clear illustration of how the momentum of this block carries the defender past the shooter following the actual block. The sequence demonstrates how the defender may attack with wild abandon in full confidence that he won't foul the shooter.



FIGS. 9-10, Stopping Shot After Being Faked Out: Head-and-ball fake (above) pulls guard off feet. As shooter starts ball up, guard quickly recovers by clawing at ball. A boy with fast hands can sometimes snap the ball away in this fashion.



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fouling the shooter. Jump shooters nearly always leap straight into the air. They hang at the height of their jump while they shoot and follow through, then usually descend almost straight downward.

The defender usually takes off from a point several feet from the shooter. To have any hope whatever of blocking the shot, he must leap toward the shooter. This will cause his downward progress to be forward as well, so that even if his upward movement hasn't caused contact his downward flight is likely to.

The defender has one factor in his favor. Whereas the shooter must carry the ball above his head with two hands, the defender can achieve greater extension by using one hand to block the shot. This is his lone advantage. Since he doesn't have the ball and since he uses only one hand, his free arm gives him a chance to gain balance, even while in flight. His jump can be controlled. And it must be to be effective.

Before elaborating upon the actual blocking techniques, I'd like to offer a few general defensive considerations. Every guard should study his man carefully. Perhaps he has an idiosyncrasy or two that telegraphs his jump shot—a way of taking his first step, a certain head movement, an odd foot movement, etc. An observant guard can then close in quickly and perhaps tie up the ball.

Another vital point to determine is whether the shooter has any favorite spots. If this holds true, the guard can try to force him away from those spots or beat him to them.

The guard should also try to keep his man from getting the ball whenever he's within shooting range. If the shooter is one of those fellows who just stands around whenever some one else has the ball, this isn't too difficult. If he's a mover, it's real tough. The guard will then have to pressure him away from his shooting spots.

Now let's see what techniques he can use to defense the actual jump shot.

1. Straight-In Block (Figs. 1-4). This block appears basic and should be taught first. The defender must avoid being faked off his feet. To be successful, his leap must nearly coincide with the shooter's takeoff. Experience, top-drawer reflexes, and practice are the elements which contribute to the development of this timing.

Great desire and determination are requisites as well. Very few boys are willing to discharge every ounce of energy to prevent a shot.

They go all out only when they themselves spring into the air with a chance to score.

This block is the most dangerous because of the chances for fouling. The defender must leap into the air toward the shooter, striving to deflect the ball with an outstretched palm. The back is arched.

Nothing unique has been described thus far. It's the natural reaction of a defender against a jump shooter. The action of the deflecting hand is singular, however. We coach our boys that, failing to touch the ball, to reach for the underside of the shooter's palm and slap it as he releases the ball (Fig. 1).

This is often easier to do than to reach the ball. The idea of this is not so much to stop the shot, but to prevent a smooth follow-through and hence an untrue trajectory.

The action is sometimes construed as a foul, since it's difficult to nick the palm without slapping the shooter's wrist. But this method has been employed against us without fouls being called. When we practiced and tried it, we found the same results: an occasional call, but worth taking the chance.

We found officials more prone to call body contact on this block (Fig. 3). Body contact is difficult to avoid, but possible if the free hand is used as a rudder for balance.

2. Jack-Knife Block (Fig. 5). Instead of arching the back, the defender bends at the waist and leans forward only with the trunk, with extended hand used as in the Straight-In Block. The defender is in a "pike" position, as in stunt diving or gymnastics. This is the second step after learning the Straight-In Block.

There are several limiting features to this block. For one thing, not everyone can learn it. It takes a special skill to "pike" oneself in the air. Moreover, a big man can use it better than a small man because it requires more reach.

It has three vital attributes. For one, there's little danger of fouling the shooter. Second, men who are able to master this spring can gain more height with it than with a normal leap which carries them forward. They get more altitude going straight up, perhaps because of the style acquired through offensive jump shooting. I've noticed that some men who "pike" themselves when snaring rebounds appear to soar higher than those about them.

Thirdly, the recovery upon descending almost invariably results in good balance and body control. But, as has been noted, it's the most difficult block to teach and learn.

(Concluded on page 85)



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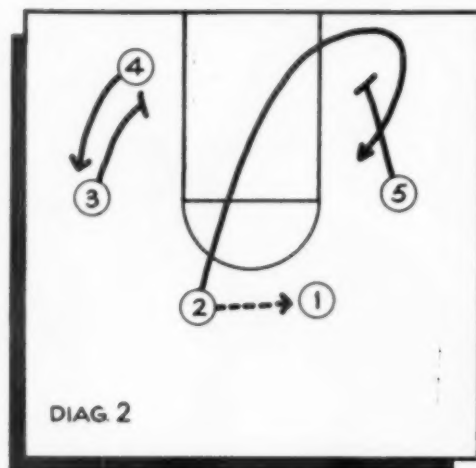
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Hit the ZONE with MOVEMENT

By **PAUL E. MEADOWS**

Coach, Valparaiso University (Ind.)

ALMOST every basketball coach these days is using some form or phase of zone defense. Among the more familiar of these defensive weapons are:

The full-court or half-court zone press; sagging man-to-man defense with the tall post man and weak-side forward zoning the basket; various man-to-man and zone combinations, such as the outcourt men

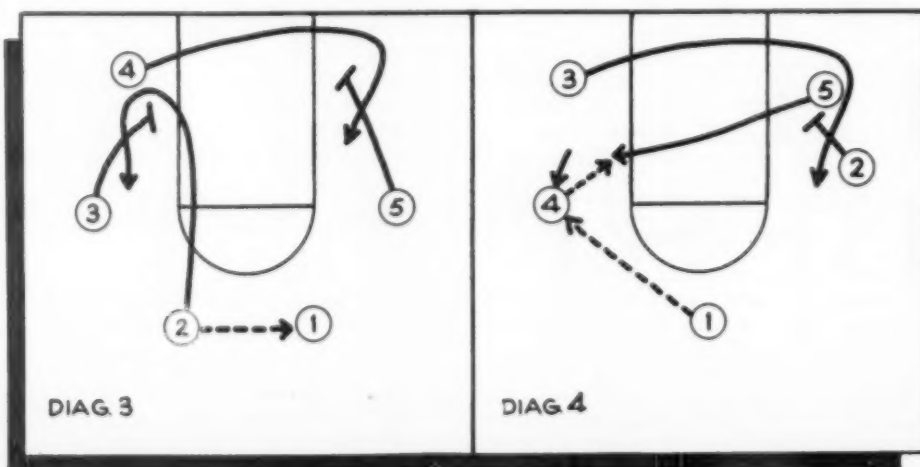
playing man-to-man and the front line using zone principles; and alternating zone defenses, such as moving from a 1-3-1 to a 2-1-2, 2-3, or other combination.

This defensive trend on both the high school and college levels has compelled the coach to spend hours on zone attacks. The end result has been a varied assortment of zone offenses, predicated mostly on the principle of overloading—that is, securing an alignment which forces one defender in a given zone to cover two offensive men.

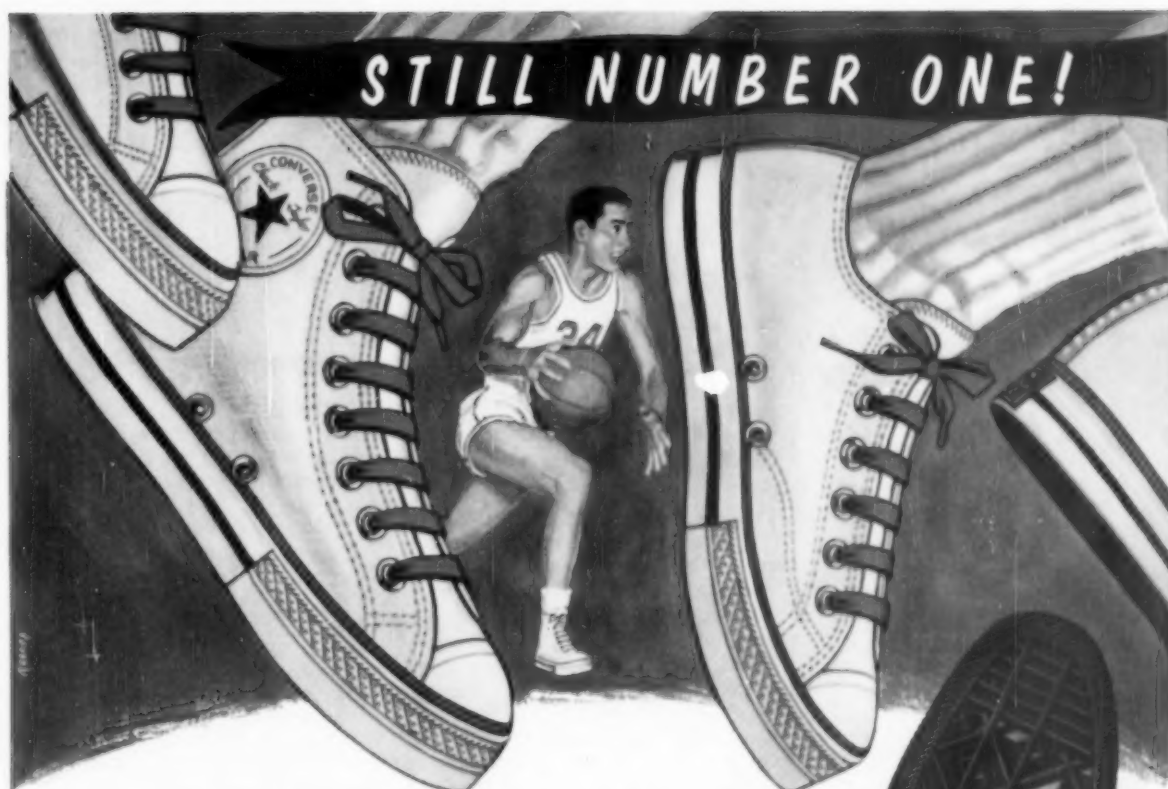
Since the cut and the screen are considered ineffectual against the zone, most zone offenses take the form of set-position attacks with limited movement.

A good example of this is the popular 1-3-1 attack against the 2-1-2 or 2-3 zone. From this 1-3-1 alignment, the baseline man and usually the high-post middle man form the pivotal axis toward the ball to gain an overload as the ball is moved quickly on the outside.

This usually works nicely—until the defense starts switching zones



DIAG. 4



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or combining them with something else. What happens to that neat 1-3-1 attack when the 2-1-2 zone suddenly switches to a 1-3-1? Confusion is usually the result—until you spot the change, call time, and switch the attack.

And then you'll often find the zone switching to something else. It's a tough life, all right.

We believe the answer to the problem lies in a *cutting and moving zone offense*—of the sort currently being employed at Valparaiso. Our zone offense offers both lateral and penetrating cutting action which, together with our varied options, gives us an offense that's effective against all zone combinations.

The initial alignment of our moving zone offense is shown in **Diag. 1**. The open post is used in order to give our cutters freer movement across the lane. Player 1, a fine outside shooter, is the playmaker.

No. 2 initiates the movement by passing to 1 and cutting down the lane toward either side of the floor (**Diag. 2**). The deep man, 4, makes his move accordingly.

If 2 cuts away from 4, as shown, the latter flares to the side, as 3 steps in for a possible screen on the defensive man in the area.

No. 5, on the other side, steps in and screens the near defensive man in the area, as the cutter, 2, breaks around behind the screen.

No. 1 has the option of passing to either 2 or 4 or taking the percentage shot near the top of the key.

If 2 elects to cut toward the deep man, 4, as shown in **Diag. 3**, 4 clears to the opposite side and comes out behind 5's screen.

Whenever 4 is the deep man on the other side of the floor along with 5, and 2 cuts toward him, he follows the same rule of clearing to the opposite side—which, in this example, would be toward 3.

Diag. 4 shows 1 passing to 4 coming out. This evokes an automatic rule: On any pass to the side, the deep man on the opposite side must automatically cut to the ball in order to facilitate movement across the lane. Hence, 5, as the deep man on the opposite side, cuts across the lane toward the ball and 4.

If 4 passes to 5, as shown, 3 cuts to the basket for a possible pass. We stress the point that 3 should not cut until 4 passes to 5 on the lane. After this pass, 3 cuts and then fills to the opposite side, rolling out behind 2, who has stepped in to screen the near defensive man. If 5 shoots, 2 is thus in good rebounding position on the weak side.



DIAG. 5

In **Diag. 5**, 4 passes to 3. If the latter cannot get off his shot, he has the option of passing to 5 cutting to the basket or returning the ball upcourt to 4.

If 5 doesn't receive the ball on his cut, he fills to the other side of the lane, rolling behind the screen set by 2.

It's at this point—when 3 returns the ball upcourt to 4—that we start our important reverse action. When 4, our side man, receives the ball, 2, as the deep man on the opposite side, delays and then follows the automatic rule—that of cutting across the lane.

No. 4, however, quickly returns the ball to 1. The receiver momentarily acknowledges 2, then passes to 5 coming out on the open side for a jump shot.

If the reverse action doesn't work, 5 can return the ball to 1 outcourt, with 2 in the post then clearing back to the deep position, as shown in **Diag. 6**.



DIAG. 6

At this juncture, our zone offense is again in balance and we're ready for a new movement series—as 4 and 5 step in and 3 and 2 come out for a pass from 1.

This moving zone attack has been so successful for us that several high school coaches in the area have adopted it—with equally fruitful results.



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Double Post vs. the Man-to-Man

WITH the big man playing such an essential role in modern offense, the coach fortunate enough to have two boys of considerable size must design an offense that fully capitalizes upon their talents—assuming, of course, that both big boys are talented enough to rate starting roles.

This is in keeping with the modern philosophy of fitting the system to the material rather than the material to the system.

The accompanying offense offers a profitable manner in which to utilize two pivot men against a man-to-man defense. The plays can be designated by vocal or hand signals.

Diag. 1 depicts the various posi-

tions the pivot men can occupy at any one time, depending upon the defensive alignment, need for variety, and anticipated maneuvers. Note that all positions are in the "shooting shell."

1. High and deep posts.
2. Straddling the extremities of the foul line.
3. Both posts deep.
4. Bucket men on same side of lane.

Diag. 2 shows the basic assignments of personnel:

- 1 is the best ball-handler and floor general.
- 2 and 3 are wing men—good drivers and jump shooters.
- 4 and 5 are the pivot men, who

have free-lance movement in the shooting shell.

Diag. 3: The ball goes to the wing man, 2. From the opposite corner, 4 slices around a pick set by 5. A quick pass from 2 will produce a shot from within 10 feet of the hoop.

Diag. 4: Both pivots set up on the edge of the keyhole. 4 receives the ball from 1 on a direct pass or via 3. 5 cuts diagonally down the lane, setting up a screen for 4's drive.

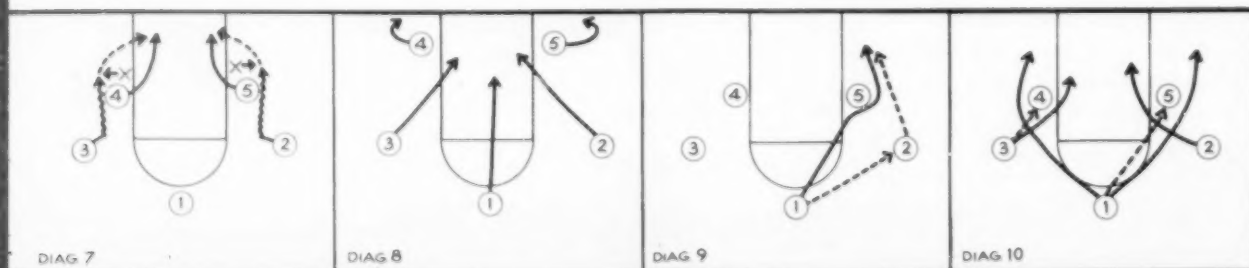
Diag. 5: This time 4 cuts his drive short and hands off to 5 for a short range, screened jump shot.

Diag. 6: Players 5 and 4 set up a double screen for 3 cutting from the weak side. Pass is delivered by 2 for a close-in set or jumper.

Diag. 7: The wing men can always drive around a screen set by the post. If the defensive post man switches, the post can roll and go in for a return pass.

Diag. 8: The center lane can be cleared with little difficulty whenever the point and wing men are overplayed. These men can drive or give-and-go down the open area. 4 and 5, while clearing out, still do

By **MOE TENER**, Coach, Clayton (N. J.) High School





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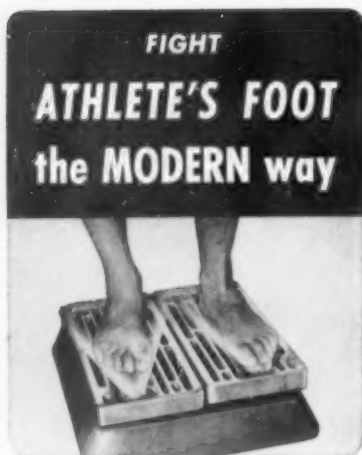
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not forfeit their rebounding positions.

Diag. 9: The point man passes to the wing man, then uses the pivot as a screen—receiving the ball on his cut.

Diag. 10: A double cut off the pivot. The play can originate from either the point or the wing. 1 passes and cuts, 2 follows; or 3 passes and 1 follows. If either man is not open, the pivot has the option of shooting.

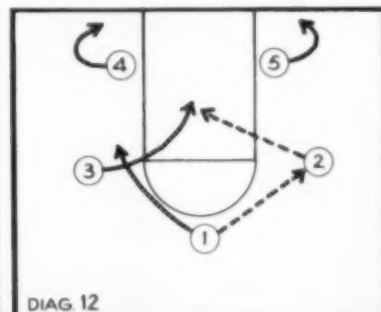


Diag. 11: If the defense sags, jump shots on the perimeter can be easily obtained. Options:

1 can pass to a wing man and move behind for a screened shot.

1 can dribble in front of a wing man for a shot, or hand off to the man and let him shoot behind the screen.

In short, any of these three players can shoot if the defensive men "sluff."



Diag. 12: Give and pick for the opposite wing man. 1 gives to 2 and picks for 3, who gets the pass if open.



Diag. 13: Double screen for the pivot man, who, on this maneuver, sets up deep. 1 passes to 3 and receives the ball back again, as 3 cuts into a mid-post position. 1 then dribbles to 3 for a double screen, and hands off to 4 for a short shot.



Diag. 14: Here's another fine way with which to shake the pivot man loose. Wing man passes to point man and screens for the pivot. 1 passes to 5 if open, and 4 crashes for rebound.



Diag. 15: In a last shot situation, one side can be cleared to permit the wing man to drive against a one-on-one. If he's a good driver, he'll often get a goal or a foul shot.

There's no limit to the number of plays that can be evolved from this set-up. All you need is a little imagination.

Let's analyze other positive characteristics of this offense:

1. The double-post offense doesn't necessarily revolve completely around the big men, limiting the potential of the small men. Each player can establish himself as a menace, with the plays described in this article. Actually, the crux of our thinking is to keep the big men in the "bucket area."

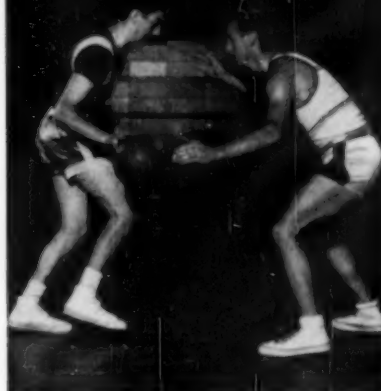
2. The rebounding advantage will be intensified.

3. With definite maneuvers, there'll be little room for haphazard play and confusion.

4. The movements are simple, being based on the premise that simplicity is the key to success in high school ball.

(Concluded on page 34)

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By **BILL DUNN**

Charlotte H. S., Rochester, N. Y.



Whistle Drill, with "A" swimming first to the 10-15' mark; then, at whistle, "B" swimming under "A" to the other end.

A BASKETBALL coach cannot toss a ball out to a group of boys, sit down and develop top-caliber ball players. Neither can a swimming coach toss a drill to a youngster and expect a champion to blossom forth.

If the truth be known, however, most high schools use this technique. Excellent performers are often cases of previous experience and tutoring, and are not beginners.

A coach cannot tell a young hopeful that ten lengths kicking, two minutes bobbing, and so forth, are desired, and actually expect him to do it thoroughly and correctly unless formally supervised.

In developing beginners, my experience has proven the value of a formalized program such as the following to develop closely knit teams with considerably more touch with each swimmer.

This program is two-fold. The first phase is a "build-up" period of five weeks with the accent on conditioning and strengthening. The second phase or "sharpening" period deals primarily with training and polishing on the techniques introduced in the "build-up" phase.

This sharpening process deals with turns, starts, style, theory, and strategy, and continues throughout league and sectional competition, excluding the day before a meet.

During the first or "build-up" phase, my boys use this equipment: Gloves (snug fitting), sweat shirt, (shoulder bridle), ankle binders, and floats. Most high school boys lack shoulder and upper-arm strength; and as time is of the essence, we use the shirt and gloves to expedite conditioning. In reality, this is weight training while swimming—a most important aspect of "building."

We also use whistle drills (non-continuous), 16-18 boys maximum, as shown in the diagram.

"A" (8 boys) swims on the whistle toward the south end. At a point 10-15 feet from south end, the whistle is again blown for "B" (8 boys) to swim to the north end. To prevent collisions, "B" swims under "A."

We now have "A" at the south end (after having done a somersault turn) bobbing, awaiting any comment by coach. The whistle is again blown for their return, while "B" is undergoing same bobbing and coach's comment at north end. Bobbing and comment can be eliminated to expedite drills, but this is done only in our sharpening period—not our build-up period.

From this basic swim pattern, a coach can use any drill he desires, always keeping complete touch with each boy. As mistakes are pointed out in rapid order, every boy capitalizes on the drill. Repetition of drill and comment are most important in the development of *sensory perception*.

Calisthenics always precede our swim sessions with the following exercises being used:

1. Abdominals—sit-ups (pool).
2. Calves—toe touching.
3. Lower back and thighs—bouncing squats.
4. Deltoids and pectorals—push-ups (pool).
5. Stretching—prone rocking with style kick; supine alternating knee-chest lift.

All exercises done with full oral breathing, and we also include five minute flip turns/diving on command (whistle).

Our swim drills are as follows (theory—mistakes—general team information):

1. 500 yds.—swim easy—form, mistakes, alternate breathing. 400 yds.—arms only—binders, watch catch. 300 yds.—kicking—arms at side, counting. 2/100 yds.—sprints—no breathing first length, alternate



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155 West 23rd Street • New York 11, N. Y.

breathing remaining three.*

2. 400 yds.—swim easy—form, mistakes, alternate breathing. 300 yds.—arms only—binders, watch catch. 200 yds.—kicking—arms at side, counting. 2/150 yds.—sprints—no breathing first length, alternate breathing remaining five, pacing. Seven-eight minute rest (Rest periods to decrease).

*Note: Sprints are run in heats of 4 or 6 with swim style and equal times considered. There's a 3-4 minute rest between sprints, unless otherwise specified.

3. 300 yds.—swim easy—form, mistakes, alternate breathing. 200 yds.—arms only—binders, watch catch. 100 yds.—kicking—arms at side, counting. 2/200 yds.—sprints—no breathing first length, alternate breathing first length, alternate breathing remaining seven.

Twelve minute rest. Receding sprints (starting in water). All equipment off.

4. 300 yds.—pacing and control breathing. 200 yds.—handicap faster swimmers to increase competition and time accordingly—record daily. 100 yds.—winner going home and run heat until all have won. 50 yds., 25 yds.

(All the distances from 25 yards to 200 yards are sprinted.)

WEEKLY TIME CHART

A weekly time chart is kept for each boy, in which the first sprint of each drill is timed. Every boy swims 150 individual medley for change-up and to further the coach's knowledge of changing talent. A good individual medley club gives the coach maneuvering room.

Variations: There are many variations to the preceding training schedule, and the coach should definitely use "change-ups" at each practice to prevent a loss of interest or staleness.

We've found interval sprint training an interesting change, starting with 25-yard sprints and working up to 200 yards. The heats you have will determine the rest period between sprints. Each heat is on a "grace period," starting from 10 seconds and decreasing as the coach sees fit.

By this, I mean the last man to finish in the heat must be 10 seconds or less behind the first man. If this challenge isn't met, the heat is re-swum with a new time allotment. Each heat has its time to be maintained, and a chart should be kept by the coach to maintain definite progress.

DURING his eight years as swimming coach at Charlotte High School in Rochester, N. Y., Bill Dunn has made a first-division club out of a perennial cellar dweller. His teams have won three city crowns (1955 to 1957). His "secret" is this formalized swimming program, which he believes can be of some help to beginning coaches as well as veterans.

Another variation is to "spot-sprint." During the routine workout, the athlete swims alternately his own style stroke plus other strokes simply as a change for muscle relaxation and development.

Because free-styling dominates the interscholastic meets, we're constantly striving to improve this phase. The boys like to experiment with the "crawl dolphin" stroke and also a free-style breast stroke which we call the "flutter fly." In the latter stroke, a flutter kick is used with the "fly stroke."

These strokes aren't new by any means, but they do have possibilities. They afford development and flexibility to the shoulder girdle.

The caliber of boy and his attitude will always determine to a great extent the success of any workout, but the use of variation helps to build morale.

Two miles (150 approximate lengths) are the average high school workout because of the great demand for the pool by various school clubs and chlorination variance.

Ideally, however, I'm convinced that high school swimming should have a three and a half mile swim (250 approximate lengths) to perfect and bring out maximum potential.

In either case, a formal type of coaching together with great patience seem to produce good results.

FOOTBALL FATALITY REPORT

NOW available for free distribution to administrators and coaches is the 28th Annual Survey of Football Fatalities (1931-1959) prepared for the American Football Coaches Assn. and the NCAA Football Rules Committee by the Committee on Injuries and Fatalities, Dr. Floyd R. Eastwood, chairman.

The survey covers the college, high school, pro, semi-pro, and sandlot fields and is available in printed form free of charge to all administrators and coaches.

The report may be obtained by writing to Mr. D. O. McLaughry, Secretary-Treasurer, The American Football Coaches Assn., Box 1083, Hanover, N. H.



REVOLUTION IN RUBBER!

New Spalding "CUSHION-CONTROL"® Basketballs!

IT'S HERE—a brand new kind of rubber basketball that will out-perform and outlast anything in its field.

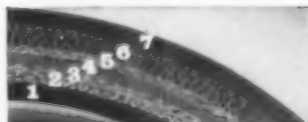
"Cushion-Control" Basketballs* feature a unique new step in construction. Just before the cover is put on, a layer of *cushion foam* is applied to the finished carcass. The results are amazing.

The characteristic "ping" of rubber is gone. The finished ball has a wonderful "cushiony" feel for real fingertip control

in dribbling, passing, shooting and on rebounds. Action off floor and backboard is superb.

Spalding's great new "Cushion-Control" Basketballs are available in the following Models: #160, #162 and #172. They're unconditionally guaranteed.

SPALDING *sets the pace in sports*
*Pat. pending



Here's how Spalding makes the new #160 "Cushion-Control" Basketball:

- 1 Finest butyl bladder.
- 2 Long-staple Egyptian Cotton fabric.
- 3 1st nylon winding—1,800 yds.
- 4 Layer of pure gum rubber.
- 5 2nd nylon winding—1,800 yds.
- 6 Layer of Cushion Foam.
- 7 Tough Permalite cover.



HIP THROW: Men face each other, placing left hand under other's right sleeve at elbow with right hand grasping opponent's left lapel at collarbone level. Right foot is advanced about 12". Thrower makes left pivot inward as he grasps opponent to right hip. At same time, he pulls on opponent's right sleeve, throwing him over right hip.

By LINDY AVAKIAN

Instructor, Fresno State College (Cal.)

Six-Week Basic Course in JUDO

RISING fast on the popularity list of competitive sports is the fascinating art of judo. Up until fairly recently, judo was considered a fairly esoteric activity in the U. S. Perhaps its first claim to fame occurred in 1904 when President Theodore Roosevelt invited a top Japanese expert to teach him the "manly sport." After three years of disciplined training, the President achieved the intermediate rank.

The sport received enormous impetus soon after World War II. The return of our occupation forces from Japan endowed us with many well-trained judoists, who helped spread the sport throughout America. Most importantly, this interest culminated in the acceptance of judo by our public schools.

In 1953 the Amateur Athletic Union adopted judo and became a supporting member of the Judo Black Belt Federation of the U. S. It now controls judo competition on a national and international level, and conducts an annual national championship in the early spring.

The major difference in judo contests sponsored by the J.B.B.F. and the A.A.U. lies in the method of matching con-

(Continued on page 82)



FOOT SWEEP: Thrower (left) directs opponents' weight onto left foot by lifting his right elbow high; at same time he pushes man's left elbow to left, as he sweeps man's left foot under.



SWEEPING LOIN: Movement is similar to that of hip throw except that thrower sweeps upward against opponent's right leg from outer side. Throw ends when opponent falls to his right front corner.



BODY DROP: Thrower pivots in manner similar to hip throw. He blocks opponent's right leg with own right leg, placing it against opponent's. Man will fall in circular motion to his left.



OVER SHOULDER: Pivot left and in is similar to hip throw except that thrower steps in at lower level. He places right arm under opponent's right armpit and pulls him against back of shoulder. Opponent is forced to rise on toes, losing balance. Pull-down with left arm and simultaneous forward body bend causes man to forward roll over thrower's shoulder.



SIDE-COLLAR HOLDOWN: Attacker places right arm around left side of opponent's neck and grasps back of his collar. At same time, he pins opponent's elbow to him by grasping opponent's right sleeve, pinning him to the mat.



FOUR-CORNER HOLDOWN: Attacker slides both arms under opponent's shoulders and grasps the belt at both sides, as he places his chest down on opponent's chest for holdown.



NORMAL CROSS-STRANGLE: Attacker straddles opponent's midsection, placing hands palm down with thumbs hooked inside man's collar on both sides. He slides thumbs forward until he obtains stable grasp, then places weight forward by pushing elbows toward opponent's neck. Note: strangle only temporarily puts pressure on blood flow to head, while a choke is executed against minute bones of neck area, and is thus forbidden.



ENTANGLED ELBOWBLOCK: Attacker approaches from opponent's left side and slides own left hand underneath man's left elbow. At same time, he places right hand on inside of opponent's right wrist, then grasps own wrist from top. He pins man's right wrist to mat as he places pressure on his elbow by lifting up on it with own right elbow.

Announcing DAYTEENS

TRADEMARK

A NUTRITIONAL PRODUCT FORMULATED TO SUPPLEMENT THE DIET OF GROWING TEENAGERS

Recent studies show
some potentially serious deficiencies
in the diets of many of our young people.

Dietary reform is a desirable,
but not always practical, objective.

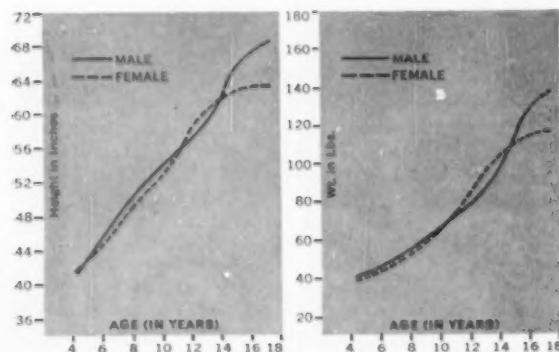
A case exists for
a special nutritional supplement
for the 13-19 age group. This is
a report on just such a supplement.

THE TEENAGER: A PICTURE OF HEALTH (OR IS HE?)

Caught between childhood and maturity, and not always too sure what to do about it, the American teenager goes his busy and inquisitive way. He is by turns morose, ecstatic, narrowly cynical, and all-believing; and this, we say is part of the privilege, and the paradox, of youth. That he is practically indestructible is one of the hardy verisimilitudes of his elders.

Truly, could anything be wrong with so fine a specimen? An increasing body of data indicates a basis for concern over his nutritional habits.

THE APPETITE IS GOOD—BUT NOT ALWAYS THE NUTRITION
Between the ages of 13 and 19, the adolescent boy or girl undergoes striking skeletal and muscular changes. This accelerated growth can be graphed as follows:



It is obvious why the average teenager is known for his appetite. The long bones are growing. He *has* to eat to keep up with himself.

Unhappily, his nutrition is not always as impressive as his appetite. He eats—but eats what he wants, when he wants. Indeed, eating itself—or *not* eating—may become part of that complex of attitudes publicized generically as the “rebellion” of youth. In any event, he has problems.

LOW INTAKES OF CALCIUM, IRON AND CERTAIN VITAMINS SEEN
A series of nutritional studies, carried out under governmental and academic auspices, raises some serious questions about the teenage diet:

REPORT #1: Adolescent males and females, aged 15 and 16 were interviewed; dietary intakes were studied for seven days. “Approximately two-fifths of the girls were consuming less than 10 mg. iron, and one-fourth to one-third (two localities) received less than 0.8 Gm. calcium. Intakes of ascorbic acid were well below 50 mg./day (32% of girls in one locality) and below 60 mg./day (34% of boys in both localities).”

REPORT #2: “A sharp drop in milk drinking occurred between age groups 6-13 and 13-19 years.”

REPORT #3: "...too little calcium due to a low consumption of milk; insufficient intake of green and yellow vegetables and fruits resulting in suboptimal supplies of vitamin A; too little ascorbic acid; and questionable provision for an amino acid mixture that will support optimum health."

REPORT #4: "At present, the nutrition of adolescent girls, the age group least amenable to nutrition education, is usually poorer than that of younger children although their needs are high."

REPORT #5: "The nutrients most often found to be lower than the recommended amount in the diets of children and adults... were vitamins A and C, calcium and iron."

REPORT #6: "Approximately half (45.6% of the 114 girls of age 15 and over) had on the average less than 67% of the Allowances in calcium. Among the Iowa school children, the teen-age girls were conspicuous for their poor diets."

Many theories may be advanced as to the causes of such a poor dietary showing: skipped and skimmed meals; poor parental regulation of diet; an increased pace of social, athletic and educational activities; the inevitable snacking—and a great deal of misguided dieting by figure-minded girls. The picture is not encouraging.

While outright clinical malnutrition is rarely seen, it is quite possible that a marginal or suboptimal intake may become of real importance during illness or stress. This is particularly true of the teenage girl, whose diet is frequently seen to be suboptimal—and upon whom an early marriage and pregnancy may be severely, and even dangerously, taxing. For example, it has been suggested that the incidence of eclampsia, stillbirths and malformation (in young mothers) is greater in the presence of a poor dietary history.

DIETARY REFORM IS, AT BEST, DIFFICULT

Obviously, dietary reform is the ideal answer. Just as obviously, it is not going to be the *final* answer for the youngster who has more "important" things on his mind than a Planned Dietary.

His is an age of ritual. Social totems abound. The 4:00 o'clock soda-hour, if not conceived in wisdom, is at least met with regularity. It is unlikely that the teenager is going to mend his ways on appeal to anything as tenuous (to him) as "proper nutrition."

A nutritional supplement, formulated to offset the net result of such dietary independence, clearly might fill a need in many cases—and indeed might furnish families with an excellent and economical means of supplementation throughout these growing years.

FROM ABBOTT—A NEW, CALCIUM-ENRICHED NUTRITIONAL
To help fill this need, Abbott Laboratories now makes available a new vitamin-mineral supplement—formulated especially to meet the increased requirements of growing teenagers.

The complete formula is shown below:

Each Dayteens Filmtab represents	Minimum Daily Requirement For Adults	Recommended Dietary Allowances For Adolescents	
		Boys 16-19	Girls 16-19
Vitamin A (5000 units)	1.5 mg. (4000 units)	1.5 mg. (5000 units)	1.5 mg. (5000 units)
Vitamin D (1000 units)	25 mcg. (400 units)	10 mcg. (400 units)	10 mcg. (400 units)
Thiamine Mononitrate (B ₁)	2 mg.	1 mg.	1.8 mg.
Riboflavin (B ₂)	2 mg.	1.2 mg.	2.5 mg.
Nicotinamide	20 mg.	10 mg.	25 mg.
Pyridoxine Hcl.	0.5 mg.		16 mg.
Vitamin B ₁₂ (as cobalamin concentrate)	2 mcg.		
Calcium Pantothenate	5 mg.		
Ascorbic Acid (c)	50 mg.	30 mg.	100 mg.
Iron	10 mg.	10 mg.	15 mg.
Copper	0.15 mg.		
Iodine	0.1 mg.		
Manganese	0.05 mg.		
Magnesium	0.15 mg.		
Calcium	250 mg.	750 mg.	1400 mg.
Phosphorus	193 mg.		1300 mg.

Note that the formula is well fortified with both iron and calcium—both important factors during adolescence, and both frequently seen to be deficient in the teenage diet. Another of the "essential" nutrients—ascorbic acid—is provided in one and one-half times the Minimum Daily Requirement. Indeed, the MDR's of all the essential vitamins are more than met (see above), and trace minerals are included for the role they play in normal body metabolism.

A "PERSONALIZED" FORMULA—IN MORE WAYS THAN ONE

On the social level Dayteens fits in with the teenager's intensely felt desire to have his "own things." Dayteens is indisputably *his* vitamin. It comes in an interesting table bottle and will not be confused with the other family nutritional.

Filmtab-coated to reduce size and assure stability, Dayteens takes a logical place among the other quality "Vitamins by Abbott." If you'd like literature on Dayteens, which includes a more detailed survey of the nutritional status of teenagers, clip and mail the coupon below to Abbott Laboratories, North Chicago, Ill.



1. Hard, M., and Esselbaugh, N. Nutritional Status of Selected Adolescent Children, *American Journal of Clinical Nutrition* 4:261-266, 1955.
2. Van Syckle, C. Calcium in Urban Family Food Supplies. *Journal of the American Dietetic Association* 35:1285-1286, 1959.
3. Everson, G. J. Bases for Concern about Teenagers' Diets. *Journal of the American Dietetic Association* 35:17-21, 1959.
4. Sharns, G. Nutritional State of the Mother Prior to Conception. *J.A.M.A.* 159:1692-1699, 1956.
5. Nutritional Status USA. Bulletin 769, California Agricultural Experiment Station, 1959.
6. Eppright, E. S., and Roderick, C. Diet and Nutritional Status of Iowa School Children. *American Journal of Public Health* 46:471, April 1956.

Please send me literature on Dayteens, the nutritional supplement for growing teenagers.

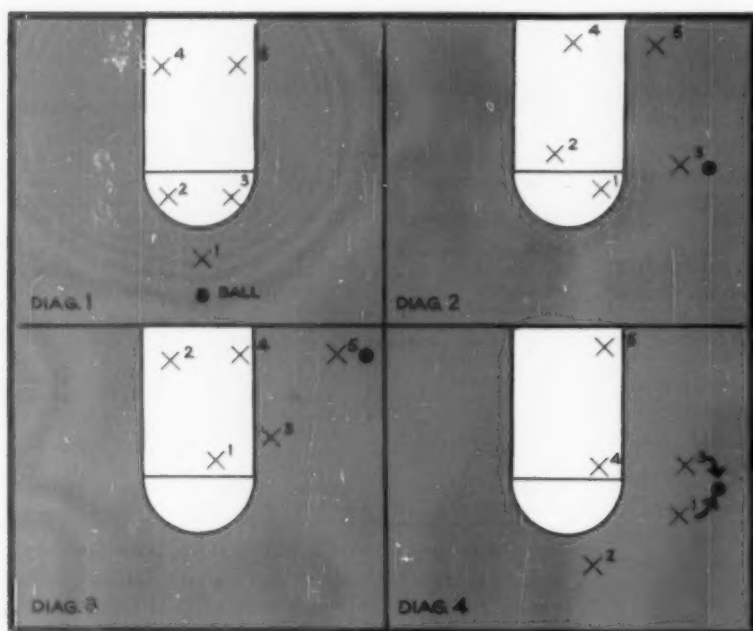
Name _____

Position _____

Address _____

City _____ Zone _____ State _____

Mail to Abbott Laboratories, North Chicago, Illinois



1-2-2 Zone With a Chase

HAVE you ever seen a 100% zone-defense team trailing in the closing minutes of play? It's sad. Since strategy dictates a change of tactics, they switch to a man-to-man. And the result is usually suicidal. Because of their unfamiliarity with individual defense, they drop even farther behind.

I've heard college coaches allege that they'd use a zone defense if they could be guaranteed a lead in the closing minutes of play. They're simply afraid of having to switch defenses in such a situation.

We claim that it isn't necessary to move out of your zone when behind. We've installed what we call the "chase," and in the last two years we haven't had an opponent successfully stall on us. Before discussing the chase, we'd like to explain what we use it with why we play zone defenses in high school.

We don't feel that a high school coach can successfully use both a man-to-man and a zone defense. Most coaches will violently disagree with us. Frankly, we just don't have enough time to do everything. We must perfect the zone, have an offense against both a man-to-man

and a zone, run a fast break, be able to beat a press, have a stall of our own, and be prepared for numerous other situations which occur in games.

We use a zone because we like to set up for the fast break and we like to run. In addition, we like to play two or three big boys at one time, and believe the zone is more suited to this than the man-to-man. Since we use man-to-man principles in our zone, however, we're not neglecting the fundamental tenets of defense.

Our basic defense is a 1-2-2 zone with a "chase" principle. But on occasion, when playing a school with one outstanding player, we'll also use a box-and-one—one man playing the star man-to-man, with the other four defenders in a box zone.

A high school team that depends on one man for the bulk of its scoring (and there are many of these teams) can be effectively defended with the box-and-one. The average team will continue to try to spring its star open, and if the box-and-one does its job the offense can wind up frustrated and then demoralized.

Most high school teams have one

By **BILL MULLIGAN**

Long Beach (Calif.) Polytechnic H. S.

or two weak shooters, and our zone defense allows and even encourages these players to do the outside shooting for their team. Meanwhile we attempt to overplay and stunt the shooting possibilities of the better shooters.

Your opponents must be scouted at least three times to get an accurate line on the better shooters. We also save the box scores of our future opponents, and constantly refer to them.

Diag. 1 shows our 1-2-2 zone defense. We attempt to run a controlled fast break from this and always have our three lanes set up. We emphasize the importance of the quick first pass and work a great deal on hitting our trailers, who are almost always the two big men "busting" through off the right and left of center.

Diag. 2 shows our defense when the ball comes even with the free-throw line to the side. X-3 now takes the man with the ball, while 1 fills in his spot.

Diag. 3 shows the ball in the corner. A few years ago this would have been a shot you'd willingly concede your opponent, but today it's a different story. Many teams put their good shooter in the corner, and you can't ignore him.

X-5 takes the man with the ball and prevents him from driving the baseline; 4 shifts to 5's vacated spot; and 2 drops into 4's rear zone. However, if the corner man is weak, we'll give him this shot.

We haven't shown the ball at the free-throw line. We attempt to block such a pass, not allowing the man at the high post to be fed from an outside man. If a team can successfully get the ball to the post man, we sink even more in front of him. We sink the man with the weak shooter in his zone even more than the others.

Our "chase" at the first stage is our 1-2-2 zone. X-1 forces the man with the ball out in front to pass either right or left. (This is usually to a side man, as most teams play a 1-3-1 against our zone.)

If he passes to the right (**Diag. 4**), 1 and 3 two-time the receiver, while 2 moves into position to intercept or tie up any return pass. X-5 is ready to grab a pass to a corner man, while 4 is ready to pick off a pass to the post.

AT TULANE



The floor in Tulane Gymnasium, where all varsity basketball games are played, is finished with safe, durable, non-slippery Seal-O-San.

**"Seal-O-San and good basketball
are teammates!"** says *Cliff Wells*



Cliff Wells, Head Basketball Coach
Tulane University
New Orleans, Louisiana

"There is no substitute for fundamental training in basketball, and *there is no substitute for Seal-O-San* in surfacing your basketball floor," says Cliff Wells. "Seal-O-San and good basketball floors are teammates. Speed and sure footing, which are so necessary in basketball, are insured by Seal-O-San. That's why I specify Seal-O-San *must be used on*

the Tulane Gymnasium floor, where all varsity basketball games are played."

Coaches like Cliff Wells insist on Seal-O-San. He has learned, through years of experience, that he can depend upon Seal-O-San with assurance that it produces the finest possible basketball playing surface. Test Seal-O-San in your school this year.

Get your copy of the new Coaches Digest.
Free to coaches and athletic directors...
please write on your school letterhead.
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**Princeton,
West Point,
Villanova,
Boston University,
Manhattan College—
all select
new
PERMA-TRACK**

Princeton's Pete Morgan has this to say about Perma-track, "I decided on your (track) surface after seeing the installations at West Point, Villanova and Van Cortlandt Park. The year 'round, all weather use on a surface comfortable to the athlete, influenced my decision to put in Perma-track."

Continuing, Mr. Morgan declared, "The enthusiastic endorsement of the coaches at Boston University gave impetus to my action. There are many such surfaces at the moment, some are too soft, while others retain a hard, stiff texture not suitable for daily practice. Perma-track seems to have the only surface that is just right."

These features make Perma-track popular with coaches and runners

- Firm composition—good traction
- Cushion like surface—minimizes shin splints
- Low maintenance cost
- Non-abrasive
- Durable
- Tops in appearance

Write today for Perma-track* folder

William C. Westervelt & Sons

245 Park Avenue
East Rutherford, New Jersey
CENEVA 8-3813

*A Saf-Pia product

We take no one on the left side. We don't feel that a high school player, while being two-timed, can throw a good pass across court; in fact, we don't feel he can throw a good pass at all.

We almost always accomplish one of the following: a steal, a jump ball, a hurried and usually bad pass, or a hurried shot because the shooter realizes that two men are about to jump him.

If the ball is passed to the corner successfully (Diag. 5), 1 and 3 follow the pass to continue the two-time, 2 moves to the passer, while 5 sinks back and to the left.

If the ball is thrown left on the first pass, 1 and 2 chase the ball and 3 cuts off any return pass.



We don't limit our "chase" to the last few minutes when behind. We "chase" about 15 times during a game, on a signal from X-1.

We don't "chase" as often against a running team that doesn't attempt to slow down the tempo of the game. We chase much more often against a team that plays very deliberately and attempts to get us to play "their game." We usually "chase" such a team about every other time they bring the ball down.

Many coaches use the time-worn alibi, "We lost because the other team stalled," or "We lost because they forced us to play a slow game." With the "chase" you can not only break up a stall but increase the tempo of play and force the other team to play *your* game.

The "chase" also encourages aggressiveness. Your players cannot consistently sit back in the zone and grow lazy defensively.

At the same time you're not gambling as much as you do with a full-court press. This is important for your big players. They can handle this much easier than a full-court or even three-quarter press. (In other years, we used a full-court zone press which, without the big boys, proved effective.)

Let's face it, the big boys, with few exceptions, can't press effectively. We foul very infrequently while "chasing." In the final game

OVER the past two years at Long Beach (Calif.) Polytechnic High School, Bill Mulligan has won 50 and lost 4 in Bee (weight classification) basketball and won 45 and lost 10 in varsity competition, climaxing his career last season with the C. I. F. (Southern California) Big Schools title.

for the Southern California championship, we "chased" on 21 different occasions without a single foul!

It's like anything else you teach either on the basketball floor, football field, or in the classroom. You must sell what you're doing to the group. They must be convinced it's good and will work for them.

Even though you've been effectively scouted and are going against a well-coached team, the "chase" will work. The opponents never know when it will be sprung on them, and no high school player likes to be two-timed, especially in the offensive court. This limits the area to which he can throw.

Most of your opponents aren't mature, poised, ball-handlers and don't like pressure or harassment by a defense they've seldom seen.

Double-Post Offense

(Continued from page 22)

5. Good shots are encouraged, which lead to a good shooting percentage.

6. Excellent team balance for defensive purposes is established. There's always one man back, with the additional possibility of a wing man dropping back whenever necessary.

7. Pressure can be applied from all areas, since the maneuvers can be initiated from either side.

8. Always available is the option of throwing the ball to either bucket man, permitting the receiver to work himself free for a shot.

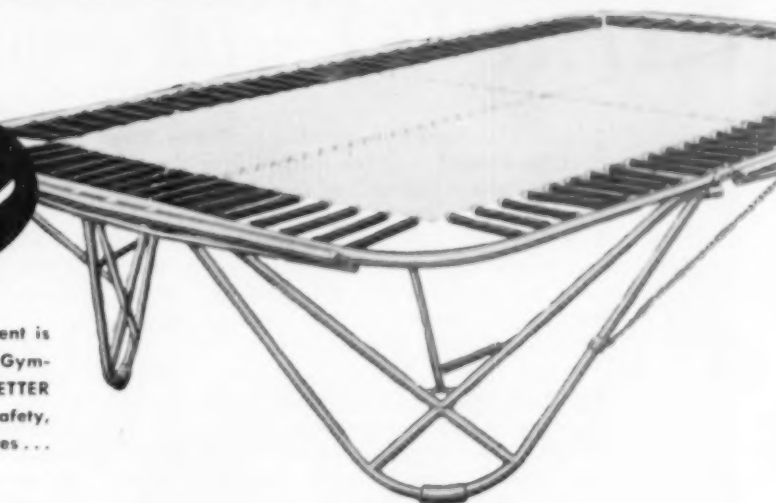
We don't depend entirely upon good shooting to win games. Being realistic, we recognize that all teams are going to have good and poor shooting nights. Should we accept a loss whenever we experience an "off" night?

A soundly coached team can still win on "off" nights by minimizing mistakes, possessing good team organization, and following through with the team's designated system of play.

The double-post offense isn't offered as a sure-fire formula for success, but as an attempt to get the maximum out of a team's personnel.

IT'S BETTER BUILT

if it's a



Trampoline® rebound tumbling equipment is only as good as its construction and Gym-Master has been proven all the way BETTER BUILT. Built better... with superior safety, finer performance, more exclusive features... to outlast all other makes.

NO OTHER TRAMPOLINE EQUIPMENT CAN OFFER YOU ALL THESE BETTER-BUILT FEATURES:

16 POINTS OF SUPPORT TO THE FRAME

Gym-Master has more support to the perimeter frame than any other rebound tumbling equipment. Bending, buckling are completely eliminated.

FOUR SEPARATE LEG SECTIONS

More rigid and more durable construction design than on any other rebound tumbling equipment

NO UNDERSTRUCTURE BENEATH THE PERFORMING AREA

Absolute safety for the performer, every inch of the bed is usable performing area... No danger of striking the understructure. This feature is available only on a Gym-Master.

FAST FOLD ACTION

A one-man operation, TWICE as fast as other methods of folding rebound tumbling equipment.

ADJUSTABLE BED TENSION

With one turn of a wrench, precise bed tension from both length and width of the frame.

Gym-Master... official Rebound Tumbling Equipment for AAU and NCAA meets.

Model	Performing Area	Frame Size	Folded Size
Jumbo	7' x 14'	10' x 17' x 38"	10' x 1' x 6' 3"
Varsity	6' x 12'	9' x 15' x 36"	9' x 1' x 5' 11"
Titaa	8' x 16'	11' x 19' x 39"	11' x 1' x 6' 10"
Colossus	10' x 20'	13' x 24' x 40"	13' x 1' x 8'
Champion	4' x 8'	7' x 11' x 30"	7' x 1' x 4' 8"
Professional	5' x 10'	8' x 13' x 33"	8' x 1' x 5' 2"

height measurement on roller stands

Write Today for Catalog and Price List!

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TRIPLING a shower room's **CAPACITY** with emphasis on safety .

Imaginative engineering found a "better way of doing things" to solve the problem of overcrowded locker and shower room conditions at Niles Township East Community High School. Not only was locker space greatly increased and shower capacity tripled—the shower room itself was provided with major safety benefits, practically foolproof water temperature regulation and economy of operation.

The showers are the progressive type, used primarily for warming up or cooling down on entry or exit to pool or gym. Located in what was once unused space, they are arranged in three double tiers, one set at 95°, one at 100° and the other at 105° by means of three Powers Hydroguard Thermostatic Controls.

Showers are operated from a convenient panel to which only the instructor has access. Here,

through an "on" button, a timer actuates three valves connected to the Hydroguards to limit water flow to 10 minutes. The shower system can be shut off at any time by depressing an "off" button which automatically re-cycles the timer. In addition, individual switches for each tier provide manual operation when desired.

Core of the system is the Powers Hydroguards, set to the previously mentioned water temperatures. The Hydroguards protect the bathers at all times against temperature fluctuations that might cause scalding or other mishaps. Should either the hot or cold water supply fail, they immediately shut off the showers.

From an operational standpoint, four-year figures show that controlled timing and controlled temperature can lower a school's budget through water and fuel conservation.

*Niles Township East Community
High School*

*Architect: Edwin C. Bruno, A.I.A.,
Skokie, Ill.*

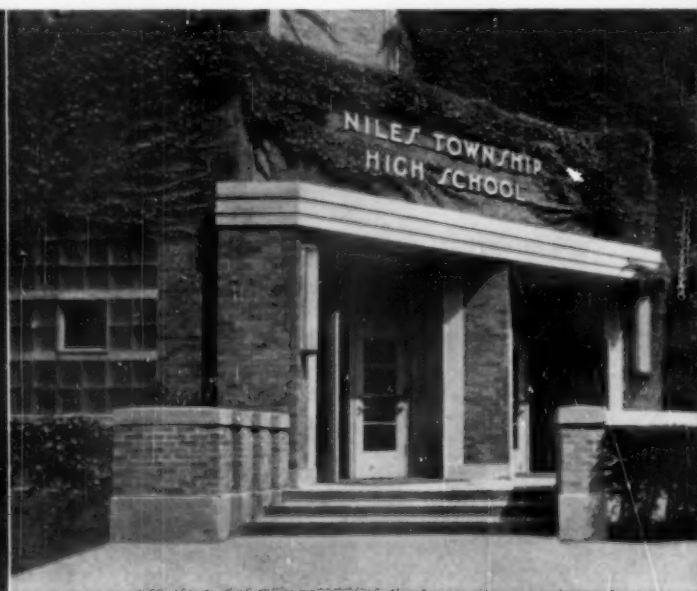
*Consulting Engineer: John S. Horner,
Libertyville, Ill.*

*Plumbing Contractor: Chas. Conrick Co.,
Chicago, Ill.*

Head Custodian: Jules P. Roels

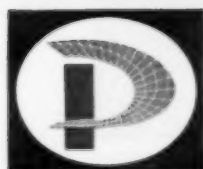
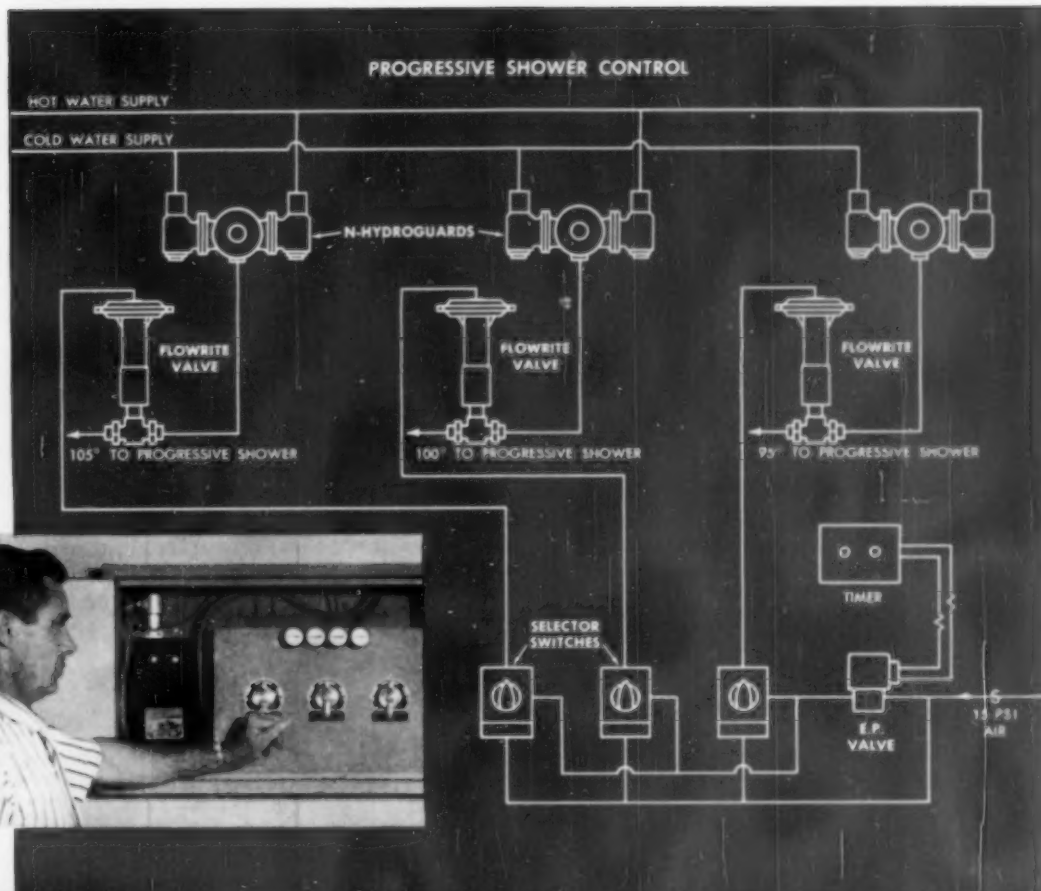
*Upper photo on facing page shows Jules P.
Roels at the operating panel.*

*In lower photo, John S. Horner and Edwin C.
Bruno stand at pool end of shower.*



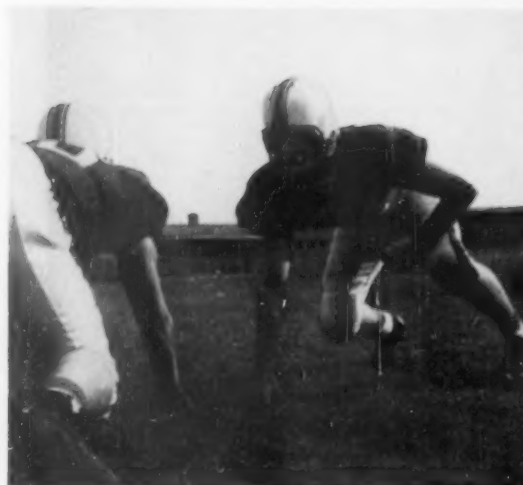
Why not investigate a Hydroguard Shower System for your school? Just tell us about your requirements and we'll make recommendations with no obligations attached. For general information request *Safer Showers Bulletin*.

Also: **POWERS TEMPERATURE AND HUMIDITY CONTROLS.** Ask for case histories illustrating how Powers equipment has been engineered to individual needs to spark new ideas in indoor comfort and environment.



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3-POINT STANCE: Feet shoulder-width apart, legs coiled at about 90° angle at knees, both heels elevated, body in coiled position on plane parallel to line with center of gravity forward on grounded hand.



2-POINT STANCE: A comfortable semi-crouch with the inside foot back, slightly facing in toward the ball.



FOREARM LIFT: End brings bent arm (right) upward with maximum force and places free hand and arm on opponent's hip or head as a lever.

Primer for Defensive Ends

OUR best defensive ends are those who can play any type of game and vary their tactics according to the changing complexion of the game. Speed, aggressiveness, strength, quick diagnostic powers, and the ability to keep the blockers away from the legs are the basic requisites for defensive end play.

BASIC STANCE

Our ends vary their stance according to the particular defense we're using. The three-point stance is employed whenever they're playing tight with a linebacker covering to their outside.

The shoulders are kept square to the line of scrimmage, as we usually don't point in. The feet are shoulder-width apart, similar to the offensive stance, with the legs coiled at about a 90° angle at the knee joint. Both heels are elevated, with the body in a coiled position on a plane parallel to the line of scrimmage. The center of

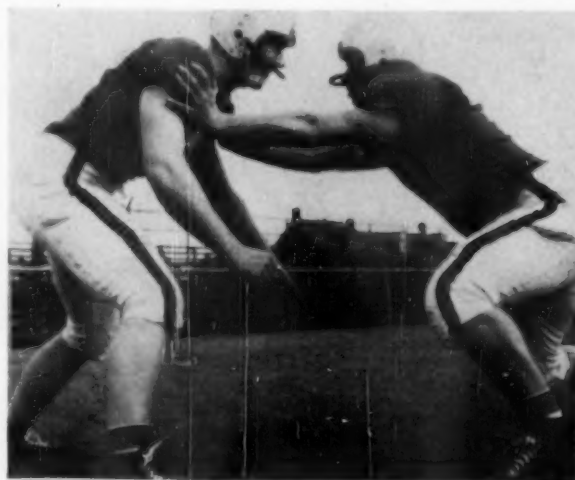
gravity is forward on the grounded hand.

At times it also becomes feasible for the tight defensive end to assume a two-point stance. In this situation

he takes a stance with his inside leg splitting the offensive end, and his outside leg dropped back shoulder-width apart—a stance directly opposite the normal three-point stance.

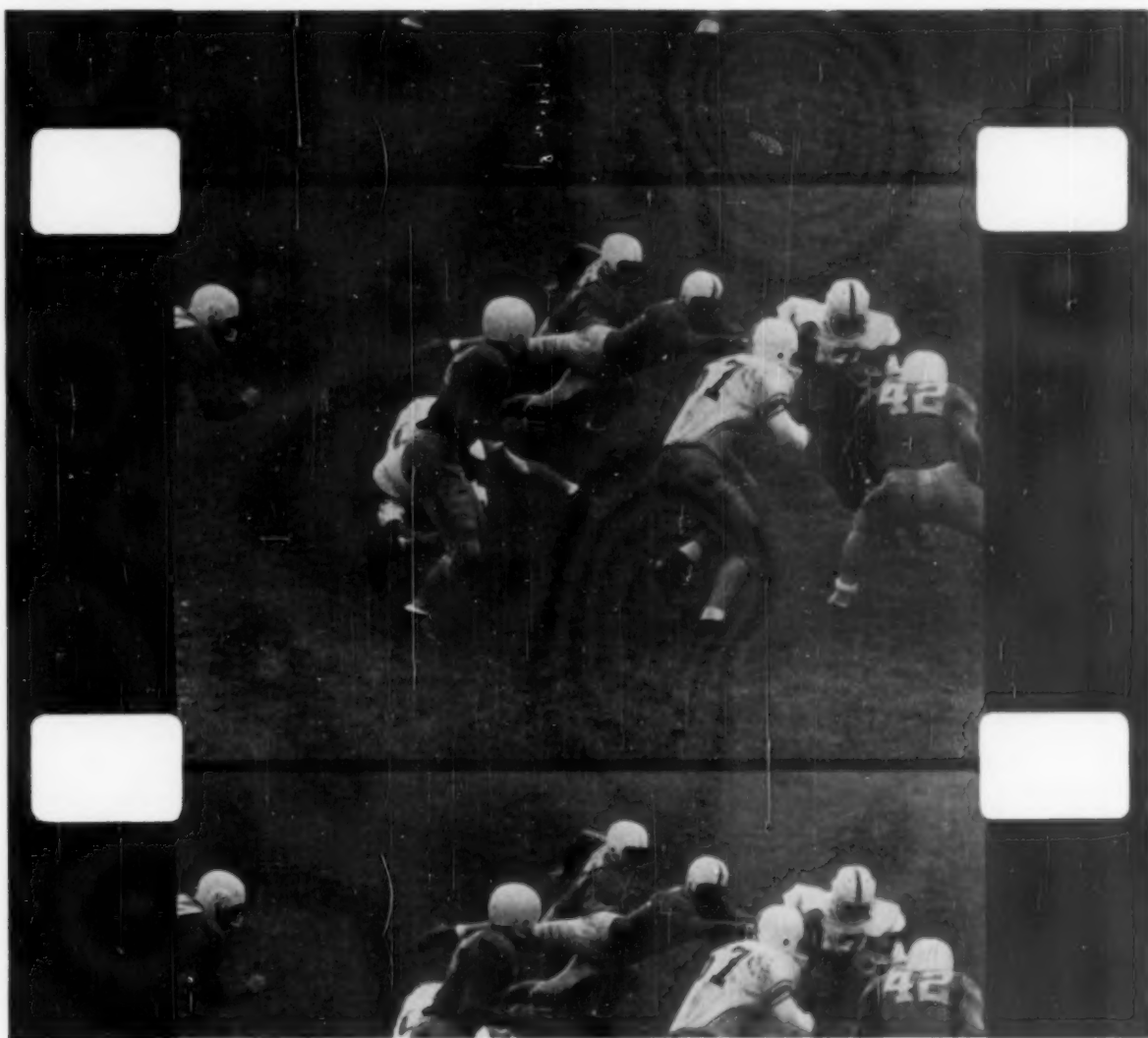
The end keeps in a comfortable semi-crouch and charges low and hard, giving the inside leg first. This helps keep him from getting hooked in by either the offensive end or half-back.

One very important rule that all tight ends must remember is that when the offensive end comes down or cave-blocks on the defensive tackle, they must immediately fill the hole in order to stop the off-tackle slant. This is done by taking two or three quick



HAND SHIVER: Staying low in semi-crouch, end steps and hits simultaneously with elbows locked—hitting from underneath opponent's pads, lifting him. Leg drive furnishes all the power.

By **RAYMOND R. TROXELL, Jr.**
End Coach, Easton (Pa.) Sr. H. S.



TURN SKULL SESSIONS INTO SKILL SESSIONS...WITH A PLAY-BY-PLAY MOVIE RECORD OF YOUR TEAM'S PERFORMANCE!

It was a tough one, and you won it... but not as decisively as you'd hoped. If your ends had remembered their outside responsibilities... if your right guard had been a split-second faster pulling out to trap that troublesome tackle... if your boys had played sixty solid minutes of heads-up football... it *could* have been 40-6 instead of 14-12.

Fortunately, there's an easy, inexpensive way to instill in your players the desire for steady, continual improvement: movies of games and scrimmages on Du Pont film. Here, you can analyze—over and over again—the individual performances of every member of your team... show them their mistakes and stimulate their desire to improve. You'll

also find these films invaluable for studying plays, planning strategy and reviewing opponents' tactics.

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BETTER THINGS FOR BETTER LIVING... THROUGH CHEMISTRY

inside lateral steps and staying low.

Finally, whenever our ends have definite outside responsibility, such as when playing a seven-man line wide end, they must normally take a two-point stance two to two and a half yards outside the defensive tackle.

In this position, they drop their inside foot to the heel of the outside foot and slightly face in toward the ball, keeping in a semi-crouch. At the snap, they fire across the line approximately one yard and square off, turning everything to the inside.

FOREARM AND SHIVER

Since an end is required to play both inside and outside on defense, then make adjustments from these positions, we vary the type of weapon they use.

Whenever you're tight, the forearm lift is your best weapon, since an offensive man is located directly in your vicinity. This weapon combines the power of your forward driving leg with a tremendous lift of your bent arm.

From your position, move forward until your rear foot hits in the middle of the offensive man's legs, then swing the bent arm upward with maximum force. Your fist should be closed and tight, and your arm bent at the elbow, furnishing a full striking plane from elbow to hand.

Your free hand and arm are then placed on the offensive man's hip or head, to be used as a base to control his body and finally as a lever to help you push off and release in order to get into pursuit more rapidly.

In coordinating all of the aforementioned, you must also exert a great amount of upward pressure in order to raise your opponent. Lastly, your feet should be parallel and your shoulders perpendicular to the line of scrimmage. From this position, you'll be able to tackle the ball-carrier or go into pursuit much more easily than from any other position.

We feel that our wide ends should use the hand shiver to avoid being tied up in tight by the blockers. More pursuit is available from the hand shiver.

As a blocker comes to you, maintain your position, for you now have all the outside responsibility. Stay low in a semi-crouch, then step and hit simultaneously with your elbows locked and your shoulders and hands coordinating. All of your power will come from your leg drive, and you should hit from underneath the offensive man's shoulder pads, lifting him.

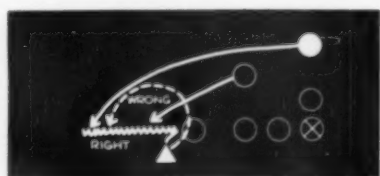
All of our ends are taught to be ready to go as soon as the center leaves the huddle, and with split-vision they watch the ball for their cue to fire across.

If when using your forearm, you get blocked by one or two men, you can spin or roll out by taking a drop-step with the foot away from the pressure. Then quickly roll—using leverage with your arm—recover fast, and continue to pursue.

One of the most agonizing sights in

football is watching a defensive man pursuing at the wrong angle. Whenever there's a wide threat to your side, never run an arc to the ball-carrier, or you'll never catch up to him. You must pursue laterally or string with short, fast, choppy steps, always keeping the blockers and ball-carrier to your inside.

One simple rule we try to instill into our ends is that the offense can never gain anything by running perpendicular or across the field, but we must never let them turn the corner.

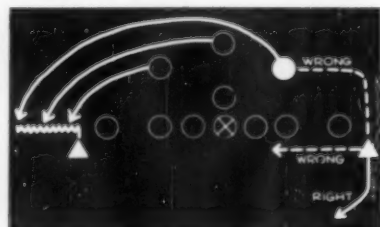


Since our ends must possess good speed, it's a great advantage to get them into pursuit as quickly as possible.

If you're the offside end—the end on the opposite side of the play—then your angle of pursuit is also radically changed. The first thing you must do is make sure the ball has crossed the line of scrimmage on the other side, since you're responsible for any reverses.

It would be downright foolish to chase the ball-carrier behind the line of scrimmage, since he has a 15 to 20 yard start. Secondly, it will be of no value to start straight across the field. You'll be cut off by blockers and other defensive men in pursuit.

Hence, in order to cover your position—the flat pass zone and the reverse—it's necessary to drop back to the position formerly occupied by the defensive halfback. From this position, you're now able to cover the offside and also be in position to make the tackle if the ball-carrier cuts back.



Two other essentials of defensive pursuit are shedding your man to get into pursuit and going in to make the tackle. It only stands to reason that after you make sure the ball-carrier isn't coming directly into your area, you must be able to release and pursue. The most effective method of accomplishing this is to push off of the man with your hands, using a very hard, jarring thrust, and moving your legs at top speed.

Once in pursuit, getting to the ball-carrier becomes the most important job. One simple rule to remember in getting this highly important task done is to go to the ball-carrier the instant

you're positive you've defeated his "running path." Always remember, "Pursue, and go to him."



Our ends don't penetrate any farther than two yards unless, of course, there's definite drop-back action for a pass. We'll string out the wide plays and go to the ball, or strip the interference so that the linebacker may make the tackle.

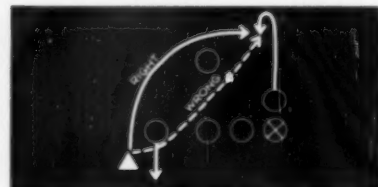
When stringing, first pinch with a solid forearm over the offensive end, then use the quick side step, shuffling the feet with your body parallel to the line of scrimmage. Make sure not to cross your legs when stringing out a play, and always keep your eyes fixed on the ball-carrier for any sudden forward moves.

On the snap of the ball, our wide ends come across with short, hard steps, and face almost 90° to the inside, staying in a semi-crouch and forcing everything to their inside. Any penetration more than one to one and a half yards will leave a wide lane between you and the tackle.

Our tight ends either penetrate two yards to a given position, or neutralize a certain area by occupying and maintaining a certain position. This is all accomplished with a good defensive charge and getting off on the ball.

Our tight ends also smash at times or "red dog." We have them go at full speed on the snap, aiming at a spot in front of the offensive fullback. If the end doesn't hesitate, he can foul up any pulling guards, delayed action plays, or even straight dive plays. He tackles or jams up with a solid defensive forearm anything moving in his direction.

Finally, our ends have to rush the passer. A good rule for ends to remember is that when a passer goes back farther than five yards, look for a screen pass. If, however, the drop-back action is normal, rush the passer from the outside to the inside. If you become negligent and smash to the inside, you're apt to get blocked in and long end runs may result.



We teach five, six, seven, and eight-man line play and many variations thereof. For an end, however, it's only necessary to understand certain fundamental elements of each.

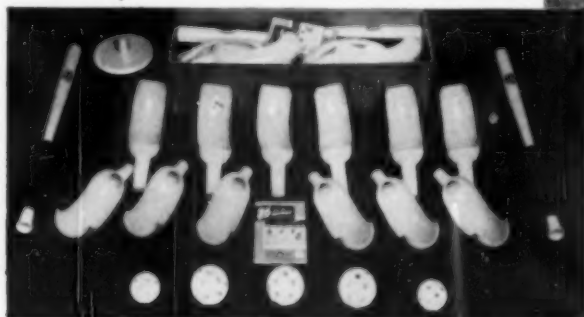
5-3 wide, where the end is wide and must turn all to the inside.

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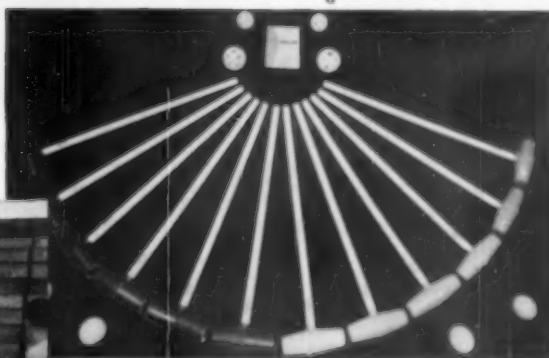


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5-3 tight, where the end lines up on the outside shoulder of the offensive end, from where he smashes and penetrates to the tackle's area, taking the offensive end with him. He keys the fullback, staying low and looking for pulling guards.



5-4, popularized by Oklahoma. The end lines up with his inside eye on the outside eye of the offensive end, and then occupies the offensive end's position and neutralizes it. From here he covers the area up to the outside linebacker.



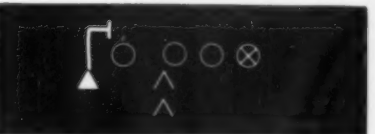
Variation of the standard Eagle 5-4, with the ends lining up on the outside shoulder of the offensive end and penetrating to the tackle's area.



Pinching 6-3, where the ends line up on the outside eye of the offensive end and use a jolting forearm to occupy and neutralize the offensive end's area. From here they cover to the area of the outside linebackers.

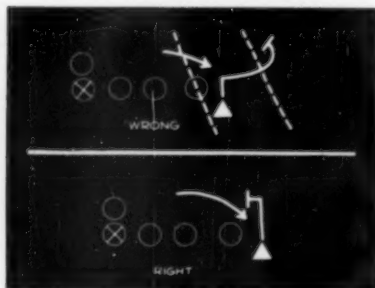


Normal 6-2, where the end squares and turns everything to the inside. The end has all outside responsibility.



Duke 6, where our end puts his inside foot into the crouch of the offensive end. A low two-point stance is maintained, and his first responsibility is to hold the end up by jolting him and then playing lateral or straining to the outside. Our ends definitely have the outside responsibility.

On all our seven-man line defenses, whether it be a seven-diamond or seven-box or another variation, our ends have definite outside responsibility. They come across and square in order to turn everything inside. It's important in playing this wide end position never to give ground or run an arc, as this will open a running alley.

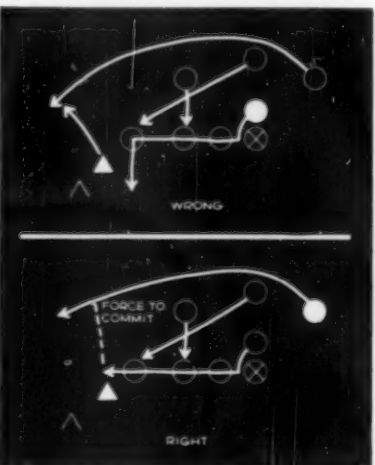


On a defense such as the **Gap 8**, you must hold up the offensive end with a good solid forearm and at the same time be ready to cover outside for a running play. You hit with your inside shoulder and forearm, then cover wide. The correct angle you take is most important. You have definite outside responsibility.

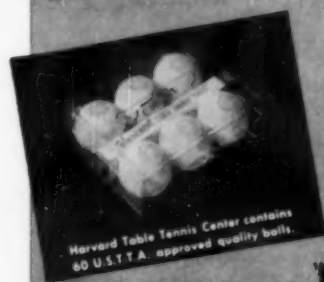


Finally, we spend a great deal of time defending against the option attack, since this particular attack is aimed at the end.

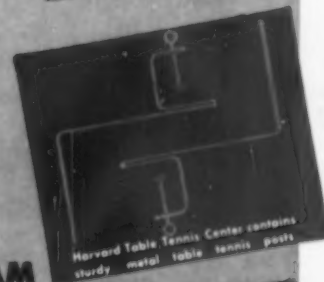
If the quarterback comes down the line of scrimmage, remain on the line and make him come to you. Make sure you give no ground and do not penetrate. If playing a tight position, make sure the quarterback doesn't go off tackle. You cannot be fooled. As soon as the quarterback pitches, your pursuit is laterally down the line of scrimmage.



This entire procedure works off the basic rule of making the quarterback
(Continued on page 90)



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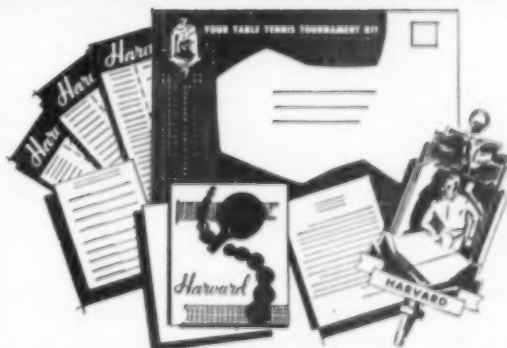


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NATIONAL SURVEY: Extra Pay for Coaching

SHOULD coaches receive extra pay? Should the coach start his school day later than the other teachers because of the extra hours he puts in after school? Does the attitude of the rest of the faculty reflect the philosophy of athletics within the school?

What are our schools' current practices in regard to extra pay for coaching? If extra pay is given, how much should it be for the different sports? What determines the amount given? Does locality make a difference?

Nearly every school administrator has wrestled with this problem of extra pay for extra duties, and no one yet has come up with an accepted solution.

In an attempt to answer some of the above questions, the author has made a survey of 500 high schools in the six sections of the U. S. Each section embraces states similar in products, climate, social customs, and, hence, economic status—thereby determining to some extent the amount of money spent for salaries of public school teachers.

The sections and the states included are as follows:

1. *New England and Middle Atlantic States:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.

2. *North Central States:* Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas.

3. *South Atlantic States:* Delaware, Maryland, Virginia, District of Columbia, West Virginia, North Carolina, Georgia, and Florida.

4. *South Central States:* Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas.

5. *Mountain States:* Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, and Nevada.

6. *Pacific States:* Washington, Oregon, and California.

By DR. WILLIAM A. HEALEY

Professor, Northern Illinois University

EXTRA PAY IN NEW ENGLAND AND MIDDLE ATLANTIC STATES (IN PERCENTAGES)

	\$50 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$299	\$300 to \$349	\$350 to \$399	\$400 to \$499	\$500 to \$999	\$1000 to \$1999	\$2000 up	Don't Have Sport
Baseball	1	3	1	18	16	6	12	15		21	6
Baseball-Asst.	3	9	4	15	6	6	3			22	31
Basketball			3	4	9	3	12	43		21	
Basketball-Asst.		3	8	28	9	7	13			21	11
Cross-Country		7	1	15	3	1		1		25	45
Football			1	1	5	2	8	36	16	2	24
Football-Asst.		1	3	13	18	8	9	13		19	15
Golf		1	13	3	4	4		1		3	46
Swimming		1		3	1	4	3			16	70
Tennis		1	9	2	6	5	5			21	52
Track			3	9	12	16		8	12	1	21
Wrestling		1	1	1	6	1		1	5	16	66

EXTRA PAY IN NORTH CENTRAL STATES

	\$50 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$299	\$300 to \$349	\$350 to \$399	\$400 to \$499	\$500 to \$999	\$1000 to \$1999	\$2000 up	Don't Have Sport
Baseball		10	3	18	4	8	9	5		4	39
Baseball-Asst.		4	6	0	13		1	1	1	6	58
Basketball				8	14	3	16	49	8	3	
Basketball-Asst.		4	12	9	25	16	5	17	4		6
Cross-Country		4	13	8	18			1	1	3	52
Football		1		12	10	4	21	42	8	3	
Football-Asst.		4	13	9	30	12	5	12	9	4	10
Golf		6	14	10	8	8				1	52
Swimming		1			8	5	4	1		4	75
Tennis		5	16	10	9	6	1	1		6	44
Track		4	5	13	25	17	8	9	6	3	10
Wrestling		1	3	4	14	10	1	10	8	3	45

EXTRA PAY IN SOUTH ATLANTIC STATES

	\$50 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$299	\$300 to \$349	\$350 to \$399	\$400 to \$499	\$500 to \$999	\$1000 to \$1999	\$2000 up	Don't Have Sport
Baseball	3	8	3	18	18	3	3	15	5	21	5
Baseball-Asst.	3	10	13	5						23	46
Basketball	3	5	3	15	18	8	5	15	8	18	
Basketball-Asst.	5	5	13	18	5		3	3		15	36
Cross-Country			3							8	90
Football	3	5		3	8	3	8	31	15	8	10
Football-Asst.	3		8	10	15	3	8	13	5	13	23
Golf	5	3	5		3		3			13	69
Swimming		3	5		3			3		10	79
Tennis	5	3	8	3	3		3			10	62
Track		5	3	21	15	5	3	3	3	21	26
Wrestling			3	3						13	82

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BM 650 — First Baseman's Mitt List \$13.50

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The 500 schools were picked by random sampling and divided equally into groups according to the size of communities or cities as follows: up to 5,000; 5,000 to 15,000; 15,000 and above.

No attempt was made to categorize or separate the results obtained from the three groupings. Generally speaking, the larger the community, the higher the salary and the amount paid for coaching duties, although there are a few exceptions. The desired results were those that would reflect the overall practice of a particular area in regard to the amount paid for coaching duties.

A check list and explanatory letter were sent to the principals on the assumption that the principal would be the logical individual to whom the request for this kind of data should be submitted. 302 principals returned the

check list, representing a 60% return. This high percentage seems to indicate the interest in this type of study.

Many outstanding facts are revealed in the study, several of which merit some mention. The interest in football and basketball was clearly indicated by the fact that only 5% of the schools didn't include football in their interscholastic program while every school included basketball.

Only 44% of the schools include wrestling in their program, 59% include tennis, 21% include swimming, 48% include golf and 44% include cross-country.

55% of the football coaches receive \$500 to \$2000 extra for coaching, while 52% of the basketball coaches receive the same amount. Only 6% of the football and 8% of the basketball coaches receive nothing for coaching, while

6% of the football coaches receive over \$2,000.

The city of Washington, D. C., accounts for 3% of the 6% in football and 3% of the 8% in basketball, as the coaches aren't paid extra for coaching assignments. (However, this situation has been rectified, as you will note at the end of the article.)

By far the largest number of coaches in football (38%) and basketball (42%) receive from \$500 to \$1000 extra for coaching. 12% of the baseball coaches and 10% of the track coaches receive \$200 or more extra. It would seem to indicate that basketball and football coaches receive considerable more extra money for coaching than do the coaches in other sports.

The figures seem to bear out the fact that the extra amounts paid for coaching football and basketball is strikingly similar throughout all the states except in the South Atlantic States, where the amount is a great deal less.

65% of the basketball coaches, 70% of the football coaches, 30% of the track coaches, and 33% of the baseball coaches receive over \$400 extra for coaching.

In comparing these percentages, it can be seen that 86% of the basketball coaches and 88% of the football coaches in the South Central States receive \$400 or more for coaching, while 35% of the baseball and 38% of the track coaches receive a like amount.

The larger percentage of schools that do not include the other sports in their program and the fact that football and basketball coaches receive more than the average throughout the country would seem to indicate stress on these two sports in this particular area.

91% of the schools in this area do not have cross-country, 90% do not have wrestling, 91% do not have swimming, 71% do not have golf, and 79% do not have tennis.

In comparing the salaries of the wrestling coaches with other coaches, it was found that only 22% of the wrestling coaches receive \$500 or more, 1% of the tennis coaches, 1% of the swimming coaches, 2% of the golf coaches, and 1% of the cross-country coaches.

Only 10% of the basketball coaches and 10% of the football coaches receive less than \$300 extra for coaching. 24% of the baseball and 31% of the track coaches receive \$300 or less.

There's a wide range in the amounts paid to assistant coaches, especially football and basketball, with 43% of the assistant football coaches receiving \$500 or more in the South Central States and only 15% of the basketball coaches receiving a like amount.

In comparing the charts, it would appear that the South Central States lead the other states in the extra amount paid for coaching. This is particularly true in football, basketball, track, and baseball. 28% of the

(Continued on page 68)

EXTRA PAY IN SOUTH CENTRAL STATES

	\$50 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$299	\$300 to \$349	\$350 to \$399	\$400 to \$499	\$500 to \$999	\$1000 to \$1999	\$2000 up	Don't Have Sport
Baseball	2		2	7	2	2	7	26	2	5	43
Baseball-Asst.		5		5	2		5	2	2	5	74
Basketball	2			2	2	5	10	55	21	2	
Basketball-Asst.	2	2		5	7	5	7	10	5	2	55
Cross-Country					2			2		5	91
Football	2						12	31	40	5	10
Football-Asst.	2			2	7	5	10	53	7	5	39
Golf		2	5	2				10		10	71
Swimming		2					2			5	91
Tennis	2	5	2	2		2		5	2	2	79
Track	5		2	2	2	5	5	26	7	7	39
Wrestling							2	5		2	90

EXTRA PAY IN MOUNTAIN STATES

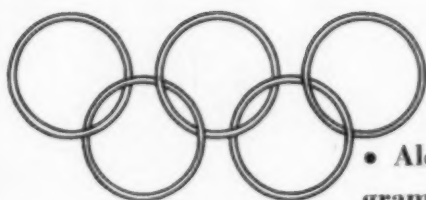
	\$50 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$299	\$300 to \$349	\$350 to \$399	\$400 to \$499	\$500 to \$999	\$1000 to \$1999	\$2000 up	Don't Have Sport
Baseball		6	2	15	19	4	17	6		2	32
Baseball-Asst.	2	6	6	13	7	4		2		7	54
Basketball		4		4	9	6	32	41	6		
Basketball-Asst.		4	9	37	30	4	2	4	2	4	4
Cross-Country				6				2		15	80
Football		4		2	2	6	22	50	7	4	4
Football-Asst.	2	2	9	35	22	7	6	4	2	4	7
Golf	4	4	15	15	2	2	2	2		15	41
Swimming			2				4	2		6	87
Tennis	2	7	15	11		4	6	2		13	41
Track	4	6	22	17	7	28	7	2		2	6
Wrestling	2	6	19	33	7	6	7				20

EXTRA PAY IN PACIFIC STATES

	\$50 to \$99	\$100 to \$149	\$150 to \$199	\$200 to \$299	\$300 to \$349	\$350 to \$399	\$400 to \$499	\$500 to \$999	\$1000 to \$1999	\$2000 up	Don't Have Sport
Baseball		5	18	5	27	5	23	9		5	5
Baseball-Asst.	5	5	18	32	5	5				9	23
Basketball			14		18	5	13	45		5	
Basketball-Asst.	5	5	18	27	18		23			5	
Cross-Country	9			9	9						73
Football			9		23		14	41	5	5	
Football-Asst.	9			27	27		14	5		5	14
Golf	5	9	18	9	5					14	41
Swimming			5	5	5					5	83
Tennis		45	9	5						9	32
Track		18	18	14		5	23	9		5	9
Wrestling			5	14	9	5	9	5			53

The U. S. Olympic Coach

Relays a Winning Tip



- Alcoholic beverages have no place in any program for healthful living or successful playing. It adversely affects the three prime mental functions—sensation, reason, and motion—leaving the subject uncertain of what he sees or feels, indecisive in selecting a course of action, and ineffective in implementing the course that's chosen. That's why "No Alcohol Drinking" has become every coach's No. 1 training rule.

This vital message is forcefully presented in the attractive poster on the next two pages. Relayed by Larry Snyder, the renowned track coach of both Ohio State University and the 1960 U. S. Olympic Team, it merits conspicuous display on every school bulletin board.

The poster may be easily removed for display by merely turning back the staples with a knife or letter opener. For additional copies of the poster, check the "Alcohol Education" listing in the Master Coupon on page 96.

ALCOHOL EDUCATION

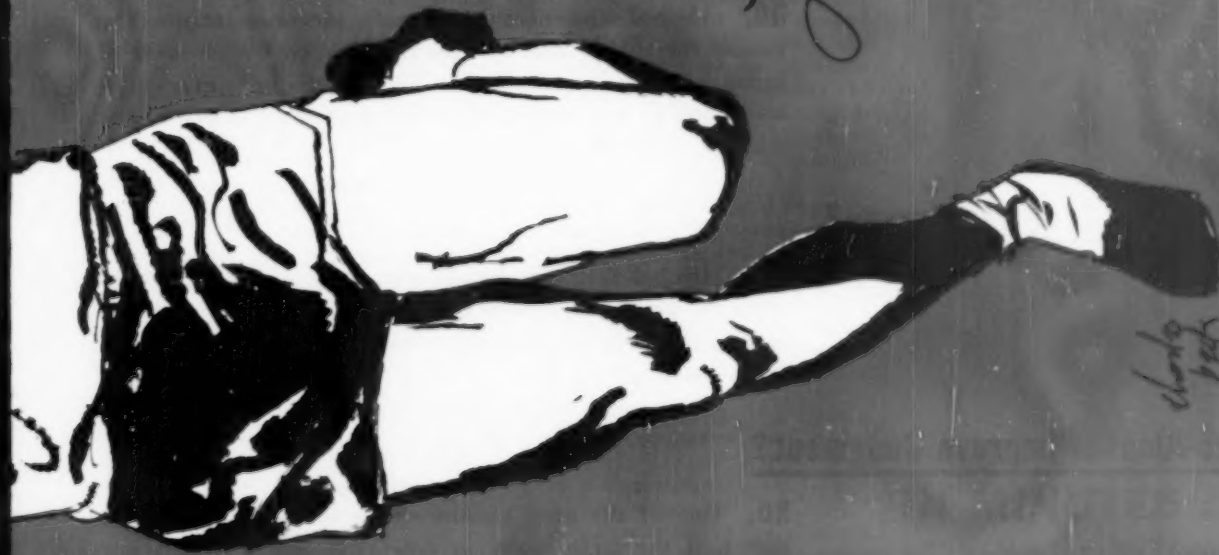
IN THE POSTER ON THE FOLLOWING PAGES

Follow This Rule and You'll Always Be a Winner

DON'T DRINK ALCOHOL!



"The athlete who wants to 'hit the tape first' must live by the rules. Ability isn't enough. You must live right and train right. That means, above all, to stay away from all forms of alcoholic beverages. Alcohol does absolutely nothing for you.



It's your body's worst enemy, it destroys that judgment, timing, and stamina you need for top effort—on the field as well as in daily living. So why let it nullify all your natural talent and hard practice efforts? Remember, it isn't 'smart' or 'sociable' to drink. It's plain stupid. That's why my No. 1 training rule is: **DON'T DRINK ALCOHOL.**"

Larry Snyder



from **LARRY SHYDER**

Track Coach,

Ohio State University

1960 U. S. Olympic Team

ALCOHOL EDUCATION 1730 Chicago Ave., Evanston, Ill.

Questions and Answers on ALCOHOL

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being. But over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good for Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

By **DAVID H. FRIED**
Midwood High School, Brooklyn, N. Y.

Try the Gym Decathlon!

NO MATTER how good your gym program is in your estimation, it's a sound idea to give it a "shot in the arm" once in a while. Any scheme that will make a gym program more purposeful and enjoyable will not only realize your objectives, but will stimulate interest and enthusiasm to the point where the students will keenly enjoy the activities for a longer period of time.

Several years ago we gave our activities program a lift by introducing what we call the *Midwood High School Decathlon Gym Championships*. The program has proven to be so successful that we feel it's worthwhile passing along to others.

We know you'll say that physical education activities have their own drives and therefore need no other stimulation. However, we've found that incentives and recognition of some sort will furnish added interest and enthusiasm and thus make it more enjoyable for the students in the daily classes.

Our Decathlon Championships is in reality an end term intra-school competition. In other words our regular daily gym program is motivated by the announcement of the decathlon championships. After a faculty committee selects the events, each gym class practices and then tests the students to select the winners for each event. (See the accompanying typical list of events.)

The names of the winners for each class are printed on a large poster which is hung in a conspicuous place in the gym. The poster provides a

great deal of interest for all students, and makes all class winners very proud of their achievement. It also gives the average boy in the class a chance to see how he measures up to the top performers.

In the meantime the date for the Decathlon Championships is announced and publicized. We try to schedule the competition for a special day near the end of the term, preferably a day on which there are no subject classes so that we can have uninterrupted time to conduct the championships. Only first, second, and third place winners from each physical education class are permitted to enter the final competition.

Our health and physical education department supplies a great deal of publicity to this big event. Here are some devices that we use: posters, home room bulletins, display of trophies and medals, photographs, poster records of previous championships, and notices in the school and local newspapers.

There are many ways of organizing and administering a competition of this kind. We've found that the best way to do it is to divide the work among faculty committees with students assisting wherever possible. One teacher assumes the responsibility of coordinating the entire project.

Listed below are the functioning committees that we've used in the past:

Events Committee:

1. Selects events.
2. Draws up rules and regulations.
3. Decides on criteria for judging events.
4. Selects judges from staff, college, alumni, etc.

Publicity and Awards Committee:

1. Publicizes the competition both in and out of school.
2. Purchases and displays awards.
3. Distributes awards.
4. Arranges for photographs of competition and of winners.
5. Invites principal and other special guests.
6. Arranges to have "mike" squad to do the announcing.

(Continued on page 92)

TYPICAL LIST OF EVENTS

1. Rope Climbing—best time.
2. 30-Second Sit-Ups.
3. Chinning.
4. Dips on Parallel Bars.
5. Weights: 55 lbs—Military Press.
6. Broad Jump.
7. Potato Race.
8. 30-Second Lay-Ups.
9. 30-Second Dribble and Lay-Ups.
10. Foul Shooting—best out of 10 tries.

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**TO
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Novel Techniques

in Teaching Swimming

SWIMMING instructors are an imaginative breed who have evolved many novel systems, techniques, and devices for teaching people how to swim.

Research into the available literature reveals a steady progression from the archaic water wings to the present use of the cannister, the air-inflated swim belt, swim jackets, and belts made of kapok, cork, balsa wood, foamed plastic, vinyl, and styrene floats.

During World War II, Adolph Kiefer, Olympic and world swimming record holder, recommended a special teaching aid for the U. S. Navy called a "swim trainer." This device—a belt attachment made of pure gum rubber, orally inflated—possessed practical values for teaching swimming techniques.

Many instructors depend on such devices to individualize their programs and adapt them to the needs of children having difficulty in the regular swim classes. Other popular devices include various types of swim buoys, kick or flutter boards, swim fins, goggles, swim masks, and others.

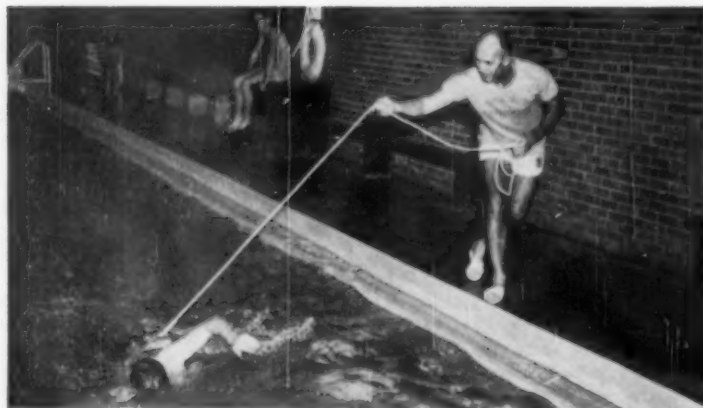
There are many excellent teachers who vouchsafe that teaching tyros to swim merely consists of demonstrating the simple skills. Eschewing any dependency upon gadgets that offer artificial means of support, they believe in the preliminary phase of water adjustment and progressive skills of body position

By ERWIN G. FIEGER

Professor, Shepherd College (W. Va.)



Demonstration (by the author) of the proper use of the swimming-belt technique for assisting beginners safely into deep water.



Use of swimming belt to strengthen beginner's confidence during his first attempt in deep water. Instructor furnishes a measure of assistance and control. Solo effort by beginner soon follows.



Swimming pole has many effective uses in assisting the beginner. In this instance, the instructor is furnishing partial assistance to a boy who's holding on to the pole loop with his left hand.



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and movement, along with the spirit of play and competition often developed in beginner groups.

It's true that children learn faster from a good instructor who possesses teaching ability and "know how." Learning how to swim depends strongly upon this sort of instructor and upon the desire and ability of his pupil to learn. For many, the group situation produces a normal learning experience resulting in satisfactory progress, whereas with others, individualized instruction constitutes the only way to meet their needs.

One author recently pointed out a simple technique for teaching a child to swim in one easy lesson. Emphasis was placed on the following procedure:

1. Master the dead-man's float.
2. Pull with the arms to move through the water.
3. Add the kicking of the legs.

These procedures in varying forms are part of every instructor's technique. Their success hinges upon the instructor's teaching ability, as related to the pupil's learning ability.

Most swimming instructors must cope with the ever existing problem of large classes and too little assistance by qualified helpers. The element of time becomes a serious handicap, so that even the best of teaching methods and techniques, when working with exceptionally large groups, often reach a point of diminishing returns.

Good, practical devices can facilitate the teaching job. Along with the usual pieces of equipment used in swimming instruction, such as kick boards, water wings, flippers or fins, belts, jackets, masks, tubes, etc., the writer has found two innovations extremely helpful over the years.

The first of these is the homemade swimming belt, borrowed from the safety-belt technique used in tumbling and gymnastics. For younger groups, a canvas belt may be made with a ring attachment in the back for hooking on your control line.

The tumbling safety belt may be adopted for larger children and young adults by turning one of the swivel rings toward the performer's back and attaching a control line of six or more feet in length, depending upon how you plan to use the belt.

From the beginner's standpoint, a safety line attached to the back of his safety belt in the hands of one he trusts, namely his instructor, provides the confidence and security so necessary at this early stage of development.

The instructor may effectively assist the safety-belted performer

from the pool deck, float, or pier—using the "taut" or "slack-line technique," as the situation demands.

With the taut-line technique, the instructor soon acquires an element of skill in assisting the glide of the stroke. Emphasis may be passed on to the performer by added tug at a weakness cycle of his leg or arm stroke. The added lift given by the instructor enables the performer to experience the correct body position.

The loose-line technique definitely and gradually divorces the performer from the assistor. Even before this crucial moment, the assistor may use this technique to speed up the performer's independence at his peak level of performance. The progress from the loose-line technique to the solo effort involves a time element contingent upon the relationship between individual and assistor.

ACCELERATES ADAPTABILITY

These swimming belt techniques may be used sometimes to assist the beginner in entering deep water first. To the slow-learner, as well as to the individual who needs extra security and encouragement, the belt technique will definitely speed up adaptability to deep water.

Shifting the swim belt so that the attached line emanates from the front of the performer's waist, will serve equally as helpful in applying the taut and loose-line techniques to his floating and backstroke efforts.

As your performer becomes more proficient and swims without the assistance of the belt, it's often helpful to give him a return trial with the belt. Only this time he should take off toward the side of the pool away from his assistor, so that the assistor becomes the resistor.

In this circumstance, the swim belt parallels the overload principle used in weight lifting and general physical conditioning exercises, wherein progressive resistance to weights and intelligently planned exercises become very effective and worthwhile.

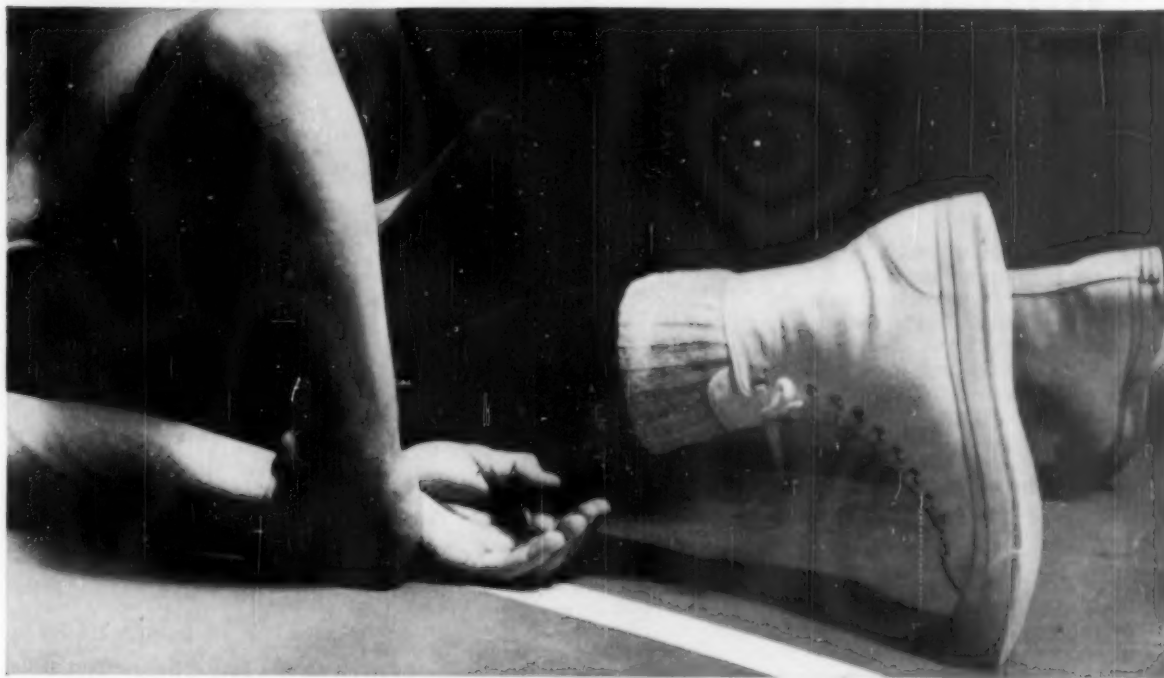
The assistor, in the swim belt "go-away effort," may use the loose line or taut line as he sees fit, to give the performer temporary free movement or resistive force periodically or continuously. When a taut line is being used, the assistor may converse with the performer, emphasizing certain points of instruction or performance.

The best location for control of the performer in this technique would be from a higher level than the water. The pool deck is satisfactory.

(Continued on page 93)

Sure-fire sales builders for mat & court:

Shoes with built-in win from BFG and Hood!



New sure-footed wrestling shoe goes to the mat with a brand-new kind of cat-like assurance. Special squeegee-type sole gives non-skid traction on any surface. Designed specifically for positive grip on modern plastic mat coverings. Ventilated uppers. Hygeen cushion insole.



Jack Purcell court and tennis shoe
BFG's court classic! Cool white duck upper, non-skid molded outsole. Hygeen cushion insole, cushion heel, ventilating eyelets. Posture Foundation.



Vantage court and tennis shoe
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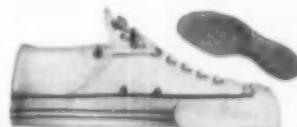
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Initiating H. S. Gymnastics

ALTHOUGH Uncle Sam's gymnasts have never been significantly strong in international competition, they've been able to maintain a decent level of accomplishment ever since the turnverein movement stimulated the growth of gymnastics in America.

The activity has had its ups and downs, but is now enjoying a boom on the high school level. This trend, if properly guided, can raise both the quantity and the quality of our internationalists; and our purpose here will be to show how our schools can adopt and maintain functioning gymnastic groups.

The general values of gymnastics are well-known to most physical educators. The "mens sana in corpore sano" motto of the turnvereins still holds true. But there are more specific values to be derived from the activity.

In gymnastics, size plays no significant part. This was demonstrated in our last national A.A.U. championships by two outstanding all-around gymnasts—one well over six feet and the other barely over five feet.

Gymnastics also contribute to the individual's appreciation for esthetic qualities, as well as offering limitless opportunities for creative thinking. Conscious proprioception is developed vastly through training in this field, and is carried over into other sports and life activities.

Daring and poise are evident in the mastery of this sport, and you cannot overlook the extreme pleasure of accomplishment derived from learning a new stunt or putting a new series into practice.

One of the most perplexing problems in initiating a gymnastic group is exactly how to obtain and maintain the necessary impetus for a successful program.

Administration is of prime importance, particularly as it affects the time allotment in the gym and the

proper equipment. However, the lack of either shouldn't be accepted as an excuse to delay the start of a program.

Gym time can be obtained usually in the early morning before classes, in the late afternoon after basketball practice, on the afternoons of night or away games, or by cooperative planning with the local recreation center, Y.M.C.A., and the like. If stimulated, students will accept these odd hours to obtain the necessary work-outs.

Equipment can be made and repaired, wherever limited budgets preclude the purchase of standard equipment—and ingenuity is substituted for indifference. Both high and low parallel bars can be made with the cooperation of the school shop department. Horizontal bar and ring facilities can be devised and installed with the aid of the school or a local machine shop. Let ingenuity be the criterion; the impossible just takes a little longer.

In considering teaching procedures, the instructor must constantly be aware that the student must achieve success without injury. Safety equipment is a must for the beginning group.

Again, most of the equipment can be constructed rather inexpensively wherever budgets are limited.

A hand-spotting belt is just a leather belt with a snap-swivel and piece of rope at either side; yet its uses are infinite.

An overhead spotting belt is just a combination of ropes and pulleys attached to the ceiling, but it can catch anyone who misses a particular stunt.

A traveling belt to spot tumbling and flying rings is merely the same overhead belt attached by double-pulleys to two cables secured at both ends of the gym.

Cost of the parts is rather small compared to the returns in the way of injury prevention and increased teaching possibilities. This cost can be easily defrayed by charging admission to a gymnastic performance.

In stimulating a group, it's essential for the instructor to provide successful experiences. At the same time, it's necessary to teach the students advanced, accepted stunts as early in their training as possible.



To accomplish both objectives at the same time, I employ a unique set of progressive exercises for each piece of apparatus and tumbling. I call them "unique" because I believe that many good gymnasts fail to develop because they're compelled to follow the traditional progression of stunts.

I feel that much valuable time is wasted by forcing students to follow these outmoded progressions. By the time he has completed them and is "ready" for advanced maneuvers, he's usually out of school and has lost most of his interest.

I advocate advanced stunts during the period of initial contact with gymnastics. I always start a student with one, two, or more advanced moves, and at the same time introduce him to the traditional progression.

For instance, in tumbling I first teach the student the fundamentals of a back handspring or back somersault. When he tires of attempting this difficult advanced move (with spotting and assistance), I break the monotony by teaching him the rolls, extensions, etc., of the accepted progression.

He accomplishes and perfects both the advanced moves and the easier ones at the same time, thus cutting in half the time necessary to learn good gymnastics.

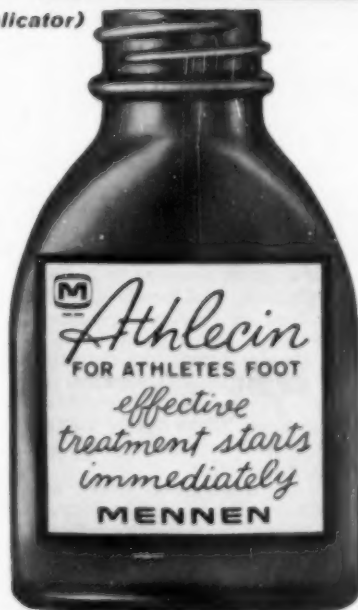
Similar illustrations could be given for other pieces of apparatus. After testing a boy's grip strength and teaching him a proper mount on the horizontal bar, why not start teaching him half-giant circles while he's learning basic moves?

By **RICHARD L. THORNTON**, Coach, Andover (Mass.) High School

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Be sure you tell your students about ATHLECIN . . . the first and only modern way to fight athletes foot!

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Top basketball coaches say: "You're a better ballplayer in new U.S. Royal Pro-Keds!"



"U.S. Royals start and stop you quicker," says Bruce Hale, coach of University of Miami, perennial power in Southern basketball.



"You're more sure-footed in these great shoes," says Mickey Fisher, coach of Boys High, Brooklyn, N.Y., N.Y. City P.S.A.L. Champions.



"U.S. Royals are lighter, fit you better," says Joe Platt, coach of Kokomo H.S., Kokomo, Ind. 16 straight wins 1959-60 season.



Nobody knows the score on basketball equipment better than coaches. Many agree U.S. Royal Pro-Keds will help your boys play better. These finest of basketball shoes give you new L/P Tread for 50% longer lasting traction...many more top-performance features. High or low cut. For better footwork, get U.S. Royal Pro-Keds!



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Sports Dept., Rockefeller Center, N.Y. 20, N.Y.

In dealing with progressions, we must also be cognizant of the "plateau effect"—the sporadic periods marked by a lack of progress—which is encountered in all types of learning. The instructor can save valuable time by recognizing these "plateaus." Instead of attempting to push for progress during this period, he should merely switch the student's concentration to another piece of apparatus.

When a boy reaches his plateau on the parallel bars, work him on the side horse until he reaches a plateau here or until the parallel bar plateau is surmounted. This process assures not only the conservation of time but the development of versatility.

Raising the sport to a varsity level provides an excellent incentive to a beginning group. Interest will immediately perk up, and recognition will be extended to the group.

A regular meet schedule is another necessity. For the past three years, we've scheduled ten meets a season, most of them with other high schools and some with college freshman teams. We've organized and conducted the first varsity gymnastics meets in the Commonwealth of Massachusetts as well as a state-wide championship at the conclusion of the season. All of this can be done with a little extra effort.

Dual meets cost only the expense of transportation for one team. Surely, schools can afford this, or the team can raise its own money—as we did one year. All this competition serves to propel gymnastics forward, as well as increase participation and skill in local areas.

Publicity can be gained by volunteering the services of your group for small exhibitions at various functions. We've performed gratis at such affairs as parent-teacher meetings, Service club banquets, half-time shows at basketball games, school assemblies, Talent nights, Ladies Aid meetings, and the like.

These groups are only too pleased to obtain the entertainment, and the support which can be gained for your program is overwhelming. We've also put on our own shows and charged admission to the public for the purpose of obtaining funds for our activities.

With a little organization of the program, the students can whip up a semi-professional type exhibition which will entertain the audience for an hour or two. By canvassing the area with an advance ticket sale, the financial success of the evening is guaranteed beforehand. The money obtained can be used for safety equipment, trips, or various other projects.

Many persons who'd like to initiate a school gymnastic program feel inadequately prepared to undertake such a project. There are a number of ways to gain help in teaching and coaching gymnastics.

One of the most useful storehouses of assistance is the physical education student teacher from nearby colleges. The professional schools are anxious to place their student teachers in

situations where they can organize and administer such a program under supervision.

With a little effort and persistence, you can locate student teachers with an avid interest in and a knowledge of gymnastics, who are willing to put in the tedious hours of teaching essential to the initiation of a high school gymnastic program. Outside assistants can also be solicited from local recreational programs or from student gymnasts in nearby colleges.

Although reference materials are usually poor substitutes for practical experience, much can be gained from the newer texts and magazine presentations on gymnastics. These materials, as well as other valuable information, can also be obtained from the various organizations dedicated to improving gymnastics.

The better known of these organizations include the Amateur Athletic Union, The National Y.M.C.A. Gymnastic Committee, The National Association of American Gymnastic Coaches, The Athletic Institute, and the high school associations in local areas. Membership in these organizations also provides beneficiaries in the way of information on rule changes, meetings, gymnastic competitions, recommendations, clinics, and teaching data.

YEAR-ROUND ACTIVITY

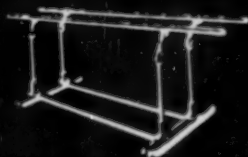
Another method of stimulating and maintaining interest is to provide opportunity for year-round gymnastics. High school gyms are wasted in the spring and fall. Here's an excellent opportunity for the instructor, perhaps with the aid of student teachers or other supervisory leadership, to enhance his program. Many students, especially those not interested in the "major" sports, ardently follow the year-round work-outs we've set up in gymnastics.

The summer gymnastic camps are also growing in popularity; and it's also possible for the instructor to institute a work-out area at the local swimming pond. Over the past two summers, we've constructed on the sandy section of the town bathing area, facilities for rope climb, still and flying rings, tumbling, and parallel bars. Our project this summer will be a horizontal bar.

This type of project is inexpensive, where town cooperation is utilized. For instance, the total cost of constructing and erecting 25 ft. high flying rings, swings, and climbing rope was eight dollars. The telephone company donated two telephone poles; the local hardware merchant donated most of the necessary fixtures; the railroad company donated guy-line cables; the rings were borrowed from the recreation center gym; additional rope and special clamps cost eight dollars; and all the labor was done by high school boys under the supervision of two volunteer telephone linemen!

(Concluded on page 69)

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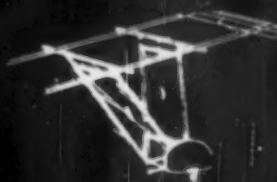
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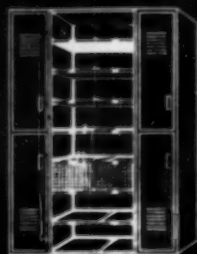
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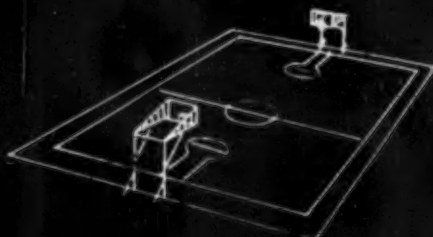
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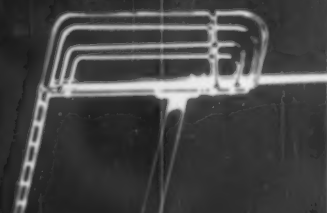
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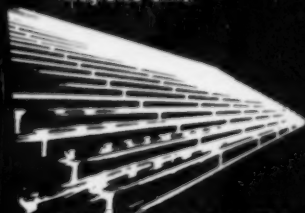
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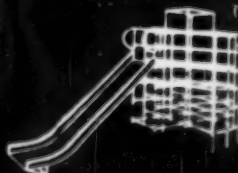
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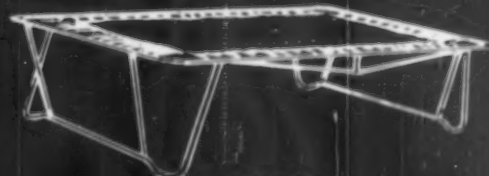
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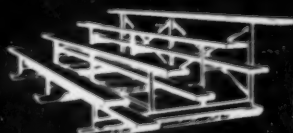
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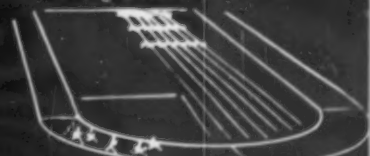
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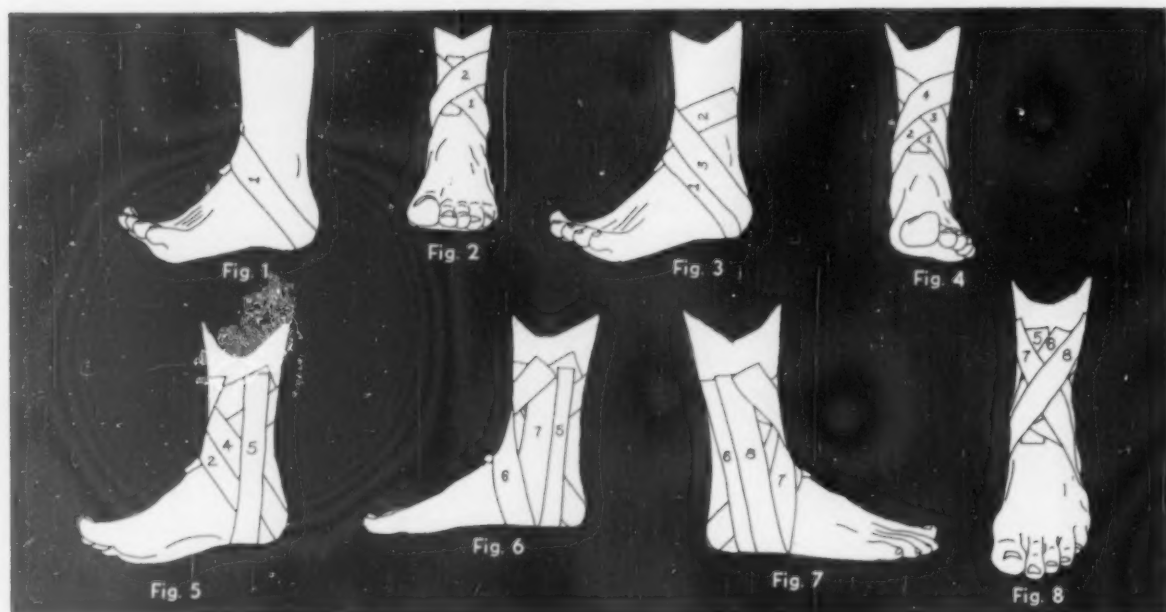
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Double X Taping for Ankles

SINCE the most frequent injury to the ankle is a sprained ligament, the function of a protective strapping is to furnish additional support to the ligaments and tendons which maintain the proper relationship between the lower leg and the foot.

Records kept by Dr. Augustus Thorndike over a 30-year period at Harvard reveal that the anterior tibiofibular, lateral collateral, and medial collateral ligaments—the ligaments on the sides of the ankles—are the most often involved in ankle injuries, the damage stemming from exaggerated medial or lateral movement of the foot.

Protective taping can be extremely effective or totally useless, depending upon the procedure used. The amount of tape used in protective strapping isn't as significant as the placement of the tape. No amount of tape will protect the ankle from severe trauma, but with careful strapping many minor injuries can be avoided and the severity of the major injuries lessened.

Tape should be placed so that it will (1) support the ligaments which restrict medial and lateral movement of the foot at the ankle, (2) reinforce the ligaments most often sprained, and (3) retain good plantar and dorsi-flexion of the foot.

The Double X strapping for ankles limits medial and lateral movement, but doesn't significantly restrict movement of the foot in the anterior-posterior plane. Therefore, it's especially useful for backfield men in football (particularly kickers), basketball players, and soccer players.

The effectiveness of this taping technique is attested to by its successful protection of many athletes among whom can be counted one All-American basketball player and two All-American football players.

Taping Procedure:

1. Paint the shaved ankle area for a height of about 10 inches with any of several commercial substances for making the skin more adhesive.

2. Place cotton or a $\frac{1}{2}$ by 3 inch

cotton gauze pad on the instep centered between the malleoli. This will prevent a pinching of the skin where the tape crosses in front of the ankle.

3. Have the athlete assume a sitting position on a table with his leg extended 12 to 14 inches beyond the end. Place his foot at a right angle to his lower leg and instruct him to maintain that position.

4. Start at the lateral side with a piece of $1\frac{1}{2}$ inch tape about 10 inches long. Anchor it on the bottom of the base of the heel and draw it up at a 45° angle across the lower border of the lateral malleolus and bring it across the front of the ankle. Continue the tape around the ankle until it's at least halfway around the medial side toward the back (Fig. 1).

5. Place a piece of tape on the medial side of the ankle directly opposite and even with the first lateral strip. This will complete the first X (Fig. 2).

6. The third piece of tape is a second lateral strip anchored a bit higher on the angle of the heel and brought across the ankle with a three-quarter inch overlap, making the second X three-quarters of an inch higher than the first (Fig. 3).

7. The fourth piece of tape is a second medial strip which completes the second X. The two X's are formed and the basic pieces of tape used in this taping technique are in place (Fig. 4). The strapping is

By RALPH L. WICKSTROM, Assoc. Professor, University of Wichita

completed by using two or four loops, depending upon the total amount of support desired.

8. A medial loop is applied first, starting 8 to 10 inches from the bottom of the foot and above and behind the medial malleolus. Bring the tape downward in a slight diagonal, loop it under the heel about an inch in front of the angle and continue the direction up the lateral side, crossing back to the medial side with a strong pull (Fig. 5).

9. Apply a lateral loop using reverse procedure for the medial loop. In this manner an equal amount of support is provided (Fig. 6).

10. Two more loops may be added for additional support. The medial loop is added and then the lateral loop, each overlapping the corresponding first medial and lateral loops about three-quarters of an inch. The overlapping is forward to prevent locking the heel (Figs. 7, 8).

11. Anchor the upper ends of the straps with two transverse circular loops which are snug but not tight.

The Double X taping technique may be used on athletes with sprained ankles who haven't totally recovered but wish to participate in a limited amount of activity. Additional loops or ankle locks will strengthen the strapping and should be added with respect to the specific nature of the injury.

This taping technique is simple, effective, and economical. It satisfies the basic requirements of a protective device and can be modified for use on sprained ankles. It offers the athletes an effective and comfortable tape job.

ACCIDENT-PRONE ATHLETES

A MICHIGAN psychiatrist offers four major danger signals that telegraph the accident-prone athlete. Dr. Robert A. Moore claims that the situation is "loaded" whenever:

1. Athletic ability is grossly out of proportion with the individual's willingness to be aggressive.

2. A boy's aggressiveness or ability is out of line with that of his father.

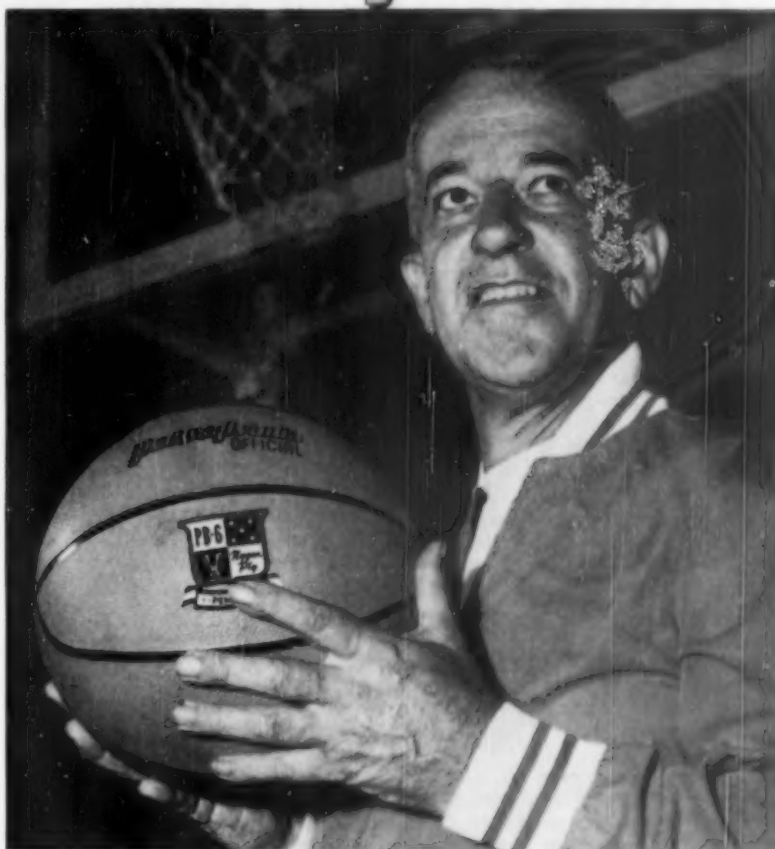
3. An athlete is overly aggressive and lacks sufficient control of himself.

4. A boy is overly timid.

"A boy who wants so badly to play but hasn't much ability, or a boy who, with loads of ability, doesn't want to play very badly are both candidates for accidents," avers Dr. Moore.

"An athletic father who pushes his not-too-capable son into sports creates a hazard. It's just as dangerous when a boy's ability is much greater than his father's. This puts him in the potential frightening position of defeating his father."

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A New Approach to the General Care of **SOFT TISSUE** **INJURIES**

YEARS ago, common athletic injuries rarely received much attention and as a result, fast recoveries were rare. Many misconceptions existed in the theory of care and treatment, some of which have been perpetuated by well-meaning but uninformed people.

Coaches and trainers who'd like to break away from dogmatic traditions should be interested in an enlightened approach to the problem. My approach may appear radical to some of the old-timers, but it's based upon scientific facts in universally accepted medical books and is couched in laymen's terminology for the benefit of the high school athlete.

Since the body is a complicated mechanism, I feel a simple approach to certain injuries would be most welcome. I advise a general approach to the immediate care of several common injuries.

Grouped together would be those injuries in which the skin is undamaged but the tissues beneath are—resulting in swellings, hematomas, hemorrhages, and the associated symptoms. This may include such injuries as pulled muscles, strained or sprained ankles, bruises, etc.

FIRST: Apply, as soon as possible, an ice cold wet towel to the damaged area for at least a half hour. The towel should be repeatedly dipped into the cold water to maintain its low temperature.

Never apply ice directly to the skin for any period of time to avoid the danger of frost bite.

The purpose of this first step is to stop the internal bleeding or effusion as soon as possible. The clotting of blood is a complicated chemical reaction precipitated by the escaping capillary blood from the torn tissues.

The normal average coagulation

time for capillary blood is 3-6 minutes, but in athletic competition the athlete isn't in a normal state. His blood flow has been greatly increased, thereby increasing the coagulation time. It's rare indeed for an injured athlete to be rendered proper care in less than 5 minutes.

The cold towel doesn't cut off the blood supply, as some people believe. It merely reduces the amount of blood flowing through the damaged area.

Nature attempts to do the same by putting the muscles in this area into spasm. This reduction of the blood flow reduces the danger of washing away the newly formed, delicate, blood clot.

Elevation of the injured area, above the level of the heart if possible, will also minimize the hemorrhaging and swelling.

REMOVE THE MUSCLE SPASM

SECOND: Remove the muscle spasm in the damaged area. This step should be performed by an experienced and qualified person.

Although rarely mentioned or recognized in the past, this step is most essential for a quick and complete recovery. Recovery depends upon the removal of the debris, such as the hematoma and the supply of the repair elements to the damaged area.

Since the circulatory system is one of the prime means of waste removal and nutrient supply, one can see the importance of reestablishing the normal circulation. I personally use the approach through the nervous system, being a chiropractor by profession.

Many well-meaning people will try to remove this spasm with heat or massage. These are two of the most destructive approaches to an acute condition of this type. Heat,

by means of a heating pad, a hot bath, or any other form, will dilate the capillaries and thus increase the flow of blood, creating the danger of having the delicate clot washed away.

Massage is also a "don't". Kneading of the muscles also presents at this time the possibilities of destroying the delicate blood clot.

In some cases of extreme pain, due to the spasm of the muscle, I'll first try to remove the spasm and then apply the cold wet towel.

THIRD: Mobilize the damaged area.

The purpose of mobilization is to prevent the formation of adhesions and thus allow the athlete to return to his activity without pain upon movement.

In certain injuries, passive movements are best, and only a person trained in this type of treatment should be allowed to work on the injury. Passive movements are those in which the injured person remains completely relaxed, while the qualified person moves the muscles in the damaged area through manipulation of the joints. This will prevent adhesions.

What are adhesions?

Everyone must be familiar with the removal of a band-aid which has been on a cut for a day or two. The sticking of the gauze to the clot or scab is the same as the internal clot adhering to the surrounding healthy tissue. In both cases, the removal of this condition induces pain.

If adhesions are allowed to form, one can see the psychological effect it would have upon a slowly recuperating athlete who doesn't understand this condition. This usually leads to immobilization, complete or partial, which causes atrophy or wasting away of the muscles involved.

FOURTH: The application of hot and cold wet towels.

Only after two days from the initial onset of the injury may hot and cold towels be employed to increase the circulation, since by this time the clot is well-established and we needn't fear its destruction.

The hot towel should be applied for 3-5 minutes, followed immediately by a cold towel for 1 minute. This alternating of hot and cold should be employed for half an

By **DR. JOSEPH GOLDENBERG**, Physical Trainer, New York University

hour and finished off with a warm towel.

The towels must be repeatedly dipped into hot or cold water, as the case may be, in order for them to maintain a constant temperature on the injured area. Heat will bring more blood into the area, while the cold towel will force it out. It's now easy to understand the benefits derived from this pumping action of the blood through this area.

For this reason, I favor the hot and cold treatments over whirlpool baths or any other method which applies only heat to the damaged area. This is why it's most important to fully understand the cause of the injury, the type and extent of the damage, in order to treat it properly.

In recent years, a dietary aid has been used to accelerate the healing process—heavy doses of Vitamin C. In early stages of repair, I've used 1000 mg. daily of Vit. C, in tablet form, for several days. Synthetic Vit. C is useless for these conditions. Only natural Vit. C, called Rose Hips or Ascerola berry juice should be used.

This offers a modern approach to various soft tissue injuries. Unfortunately, there are still too many individuals who don't know how to care for soft tissue injuries. And it's for this group who, though well-meaning, do more damage and harm and prolong the convalescent period, that I've written this article.

IOWA FITNESS PROGRAM

In answer to the President's call for physical fitness, the Iowa H. S. A. A. has recently published and is distributing to its membership a program which will help meet the President's challenge.

This bulletin is recommended to Iowa schools by the state's Dept. of Public Instruction, Council on Physical Fitness, H. S. Girls' Athletic Union, H. S. Athletic Assn., and the Assn. for Health, Physical Education and Recreation.

It outlines the administration of the Iowa test of motor fitness, the purpose of which is to assist each school in evaluating the physical fitness and the capacity for motor activity for each boy and girl in grades 4 through 12.

The following facts are given for each of the eight activities included in the test: capacity involved, equipment needed, starting position, instructions to the person being tested, score, and instruction to the test administrator.

The distribution of this fine bulletin, which should certainly contribute to the improved physical fitness of Iowa's school children, is another fine service to its members by the Iowa H. S. A. A.

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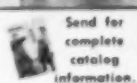
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By DR. THEODORE G. OSIUS

U. of California Medical Center
(Formerly at U. S. Naval Academy)

Food for the TRAINING TABLE

ALMOST everyone is interested in the food he eats; particularly athletes and their coaches. As the medical officer for the athletic department of the U. S. Naval Academy, I'm asked many questions about the eating habits of athletes and methods of preparing a training table menu.

The midshipmen eat all their meals in one dining hall, with all the varsity athletes eating at separate training tables. Close regulation of their diet is hence easily achieved. Since the food is of excellent quality, we simply determine desirable foods and amounts.

Knowing that the preparation of training table diets is infused with lore and faddism, we decided to evaluate our methods to see if we could improve our table. We'd been utilizing the printed advice of the nutrition experts, but we wished also to know what others throughout the country were doing.

A questionnaire was hence sent to a number of colleges and universities (all with enrollment over a thousand) as well as the 12 professional football teams. 48 team representatives replied, including 30 team physicians, 17 trainers, and one coach.

The returns supplied some interesting information. For example, the professional teams have a very limited control over the player's diet. Each player eats what he wants and feels is good for him. Tobacco and alcoholic beverages are generally tolerated. One very strong lineman thrives on hot dogs, and another won't touch a green vegetable or salad.

The professional's diet is almost impossible to control because of such factors as long standing eating habits, foreign food attachments, family food budget, etc. Training camp is the only time of regulated diet for most professional football teams.

One noticeable difference between the colleges and the pros is the frequent desire of the college team to "lose weight and get into shape," whereas the pro team is generally more interested in gaining weight.

The pros feel that it's harder to put on weight, while the colleges feel that it's harder to take off weight and frequently caution their teams about overeating.

Of the colleges polled, the vast majority have some sort of training table for every meal. But some (notably Big Ten schools) provide only an evening meal during the season. A spokesman for one Big Ten school explained, "they are guaranteed a hot meal after practice. . . . (they) often used to eat cold food and leftovers at fraternity and boarding clubs."

Institutions with no training table offer no eating instructions for their players. Most of the players eat as they wish at home. Five of the respondent colleges had no training table. (The University of Texas, with no special instructions and no training table, appeared in a bowl game this year.)

Even where there's close restriction of diet, the players are generally allowed to choose their post-game and Sunday meals.

PREPARED BY TRAINER-DIETITIAN

Nearly all the menus are prepared either by a dietitian or the team trainer. Occasionally some combination of chef, coach, team physician, or manager of the cafeteria or dining hall will decide the menu. The director of one university health center commented, "Most additions and deletions (in menus) are the result of coaches' likes and dislikes, and have no physiologic basis. We avoid as many of these as possible."

There seems to be a near uniformity of opinion that in-between meal eating ought to be restricted. Reasons given for this were specific overweight problems and the establishment of regular eating patterns. No one is trying to feed more frequently than three meals a day, although some use light supplements at various times.

About 10% of the college teams polled allow their players to smoke, while nearly all of the professional football teams permits it. Only one of the college teams openly allows drinking of any sort, while only one pro team completely prohibits it. None of the pro teams restricts tea or

coffee, and only about 5% of the college players are restricted.

The most common reasons cited for a training table is that it helps build team spirit, variously referred to as unity, closeness, fellowship, or morale. This psychological factor was frequently stated in such terms as, "they feel we're doing something more for them," and "they think football."

Many of those helping to prepare the menus feel that the players are learning what to eat. However, an analysis of their menus shows that almost every kind of food is included, even the so-called "greasy" or fried foods and the spicy foods which the respondents said should be omitted.

Most respondents feel that very few players deviate from the training table rules or have their own special training diet. The notable exception is the diet for loss or gain of weight—the thin and fat men's table. Most training table diets do provide extra calories per individual. Of course, nothing can be done about the variation in individual intake. Some players are hearty eaters and others always have the "butterflies."

DIET SUPPLEMENTS

There was a marked difference between trainers and team physicians on the question of diet supplements. Only eight of the 30 team physicians prescribe some routine vitamin or mineral supplement. But 10 of the 17 trainers recommend routine vitamins such as vitamin C, B complex, or B₁ for their teams.

Some of their reasons were as follows: "We feel that it helps keep the players' resistance up." . . . "(There's) less fatigue" . . . "(We want) to replace their deficiencies" . . . "It helps their muscle stability and preparation and prolonged endurance."

One team physician who routinely subscribes vitamins says he does so "for psyche." Another says he gives them "because the coaching staff feels it helps, while I feel it does no harm."

Most of the 22 physicians who don't use vitamin supplements agreed essentially with the one who said, "A normal diet contains adequate amounts of all vitamins." The lone coach polled replied that he doesn't routinely use such supplements.

Those who've had some experiences with heat exhaustion are acutely interested in salt depletion. Some use salt tablets during hot weather or after long workouts where the weight loss from perspiration is high. Others feel that the salt tablets aren't readily absorbed or that they cause gastric upsets, and that an adequate salt intake can be achieved by the liberal use of added salt at the table.

Nearly all the teams are given half-time nourishment, and about one-third are given some pre-game nourishment as well. These vary from place to place, but often include one or more of the following: salt, dextrose tablets, oranges, cola and other soft drinks, honey, tea, coffee, hot

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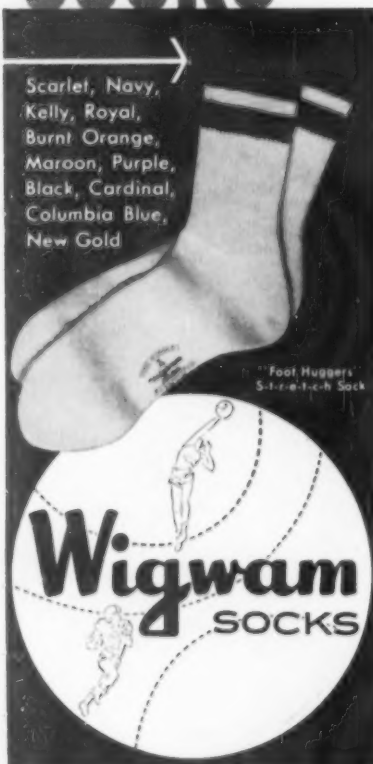
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chocolate, ascorbic acid, fruit juices, broth, or water.

A few feel there's no necessity for nourishment after the pre-game meal. Tommy Prothro, head football coach at Oregon State, emphasized, "I want a flat-stomached, hungry, nervous team on Saturday afternoon."

There's virtually no disagreement on the type and timing of the pre-game meal. Three to four and a half hours prior to a contest, the team receives the unvarying meal of fruit cup or juice, steak or eggs, baked potato, vegetable (especially green peas), dry toast, honey, and tea.

The pre-game steak has become almost a ritual, and many coaches and trainers feel a player couldn't get along without it: "Boys are mentally happy after a big steak." One team physician wrote in answer to the particular foods he strongly recommends, "Steak—they like them and so do I."

Only one college eats its meal five hours before game time, and the team physician feels this is too early. "They go into the contest with a low fasting blood sugar and they cannot perform well," he observes. "They should have some sugar two hours before the game to bring the blood sugar up to normal. If sugar at the half-time will help, it will also help if given before the game begins."

For weekday menus, nearly all recommend a high protein diet and foods like dairy products, meat, fish, eggs, poultry, green vegetables, and fruits.

Fatty or fried, spicy, or gaseous foods are listed as those most to be avoided. Surprisingly, and probably inadvertently, those who say they avoid starchy foods or carbohydrates often include the usual high carbohydrate foods in their menus.

OPINIONS ON MILK

Most feel that milk is a desirable food during the week, but restrict it pre-game for a variety of reasons... "sluggishness"... "long length of time it takes to be digested, causing oxygen debt in a hard contest"... "curdles on the stomach"... "cuts wind"... "causes cotton mouth"... "too heavy"... "Milk is the most overrated food there is."... "Milk causes flatulence, dilation of the colon and stomach which presses upward on the diaphragm, affecting deep breathing."... "I don't like milk for athletes over 18 years old."

Many deny any ill effects at all from milk and have absolutely no restrictions on its use. A few have it at their pre-game meal. "Our kids drink it all week, so why keep it away from them on game day? About 60% of the squad drink it (as a choice) with no ill effects." And "We're planning to use a small glass of milk at our pre-game meal next fall." Milk was easily the most praised and derogated food.

Although the results of the questionnaire weren't conclusive, the replies were well-considered and I believe our training table has benefited

from some of them. These results, combined with our own experiences at the Naval Academy and those of various medical nutritionists, have led us to formulate several training table principles which we now employ in the preparation of our menus:

TRAINING TABLE SUGGESTIONS

1. Athletes need more calories because they expend more energy; we estimate the average caloric need at 4,500 calories per day. A high caloric balanced diet fulfills the demands of the active athlete. An adequate supply of protein, carbohydrate, and fat containing foods will supply all the necessary caloric, vitamin, and mineral requirements. Any deficit caused by exercise should be adequately met by the increased caloric intake.

2. Athletes need slightly more protein for its tissue-building nitrogen and amino acid content, but large amounts of meat several times a day are unnecessary.

3. At present, I'd agree with the nutritionists and team physicians who contend that vitamins and mineral supplements are of no physiologic benefit. But there are certain exceptions, of course. I agree with Head Trainer Jim Goostree of the University of Alabama when he says, "Many of our athletes come from a background of potato and bean diet and oftentimes don't adjust to the balanced diet quickly. Therefore, we encourage daily vitamins to insure normal intake."

This is the exception, and Dr. L. W. Coombs of Purdue University pointed out a growing tendency when he concluded his questionnaire with the following comment:

"Diet faddism is so prevalent in athletics that I have a strong conviction that doctors should take the initiative in correcting this situation. In most instances the diet adequate for the average person is adequate for the athlete, as long as caloric needs are satisfied. There's so much emphasis on high protein diets, therapeutic vitamins, and other fads by coaches and players who have no supportive facts other than testimonials. Many times these fads are expensive and even detrimental. During my tenure as team physician at the Pan-American games in Chicago, I was amazed at the constant demand by unqualified people for these fad foods."

4. On hot days and before and after heavy workouts where considerable sweating occurs, players should be encouraged to salt their food liberally or use salted bouillon or salt tablets.

5. Most of the evidence is in favor of pre-game and half-time nourishment. Heavily sweetened hot tea with some lemon prior to the game and an optional cola drink or cocoa at half-time offers both nourishment and mild stimulation. The heavy use of alcohol, coffee, tea, or cocoa more than an hour or two prior to exercise may

produce the let-down which follows the use of any stimulant.

6. Pre-game meals should have a minimum of protein (although the steak will never change) and fat and a maximum of carbohydrate. (Tommy Prothro of Oregon State was the only one who seemed to utilize the experimental results that a high carbohydrate, low protein, low fat diet in the 24 to 48 hours prior to prolonged exercises increases efficiency.)

7. All the feeding shouldn't be concentrated into one meal on the day of the game. Perhaps more and lighter meals will prove to be a more efficient schedule.

8. Weather, schedules, season, weight requirements, and type of sport vary the food requirements slightly. There's no ideal dietary preparation for all athletes: distance runners need a greater carbohydrate reserve than dash men, while weight control must be closely observed in wrestling and boxing. When weight is to be lost, the increase of physical activity plus a moderate general reduction of food intake well ahead of any weighing-in time will cause loss of weight without difficulty or loss of efficiency.

9. Regularity of amount, timing, and type of food is important in any training program, but some variety and care in cooking will assure food that will be eaten and liked. Deviation from the routine after a contest is a welcome relief.

10. Foods which upset some athletes, such as heavily seasoned or fatty foods, should be avoided. Prior to workouts and contests, smaller portions and easily absorbed foods are desirable.

The main benefits from a training table beyond building team spirit are convenience of feeding, regularity and timing of meals, availability of ample food, and avoidance of annoying foods.

The evidence indicates that the optimal diet for an athlete is not much different from that which would be recommended to any normal person. The normal fare of schools and colleges should be wholesome and adequate for all, and with a few modifications can supply all the necessary ingredients for a good training table.

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Extra Coaching Pay

(Continued from page 46)

baseball coaches receive 500 to \$2000, while 34% of the track coaches receive the same sum.

Comparing this with the football and basketball coaches, it can be seen that 58% of the football coaches, and 74% of the basketball coaches receive a like amount. It's evident that the amounts of extra pay to track and baseball coaches is very small compared to the amounts paid to the basketball and football coaches, with the exception of coaches in the South Central States.

It can be seen also that the amounts of extra pay for golf, tennis, swimming, cross-country, and wrestling is very small in comparison with the amounts paid to the coaches of other sports. This is true throughout all the states, with no noticeable exceptions.

For instance, only 3% of the cross-country coaches receive over \$350 extra for coaching; 3% of the golf coaches; 1% of the swimming coaches, 1% of the tennis coaches, and 10% of the wrestling coaches receive over \$350.

In studying the charts, it's startling to see the large number of schools that don't include swimming in their inter-scholastic program. This situation probably exists because of lack of facilities, although other sports such as wrestling also aren't included in many programs.

The charts show that 90% of the schools in the South Central States and 82% of the schools in the South Atlantic States don't include wrestling in their program. These same areas show that a large percentage of the schools don't include cross-country in the interscholastic program.

SOME SCHOOLS HAVE INCREMENTS

In summary the study reveals that the majority of schools have set up increments for head coaches and assistants. Although a vast difference exists in the pay scales for the coaches of various sports, the data would seem to indicate a close similarity in the amount of extra pay given to football and basketball coaches. This is true of all the areas studied, with the exception of the South Central States.

The small percentage of coaches receiving nothing for coaching duties would seem to indicate that the payment of extra money for coaching is a common practice. The real difference of opinion seems to be in finding the best method of payment and the amount that should be paid. All schools in a particular area tend to conform to the area pattern.

To point out the importance of this question of extra pay for coaching duties, it's interesting to note that in August 1959, the U. S. legislature passed a bill authorizing the Board of



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Education of the District of Columbia to pay coaches extra money for coaching. The bill will permit the School Department to pay the elementary, junior and senior high school coaches for the time spent on athletics beyond their regular hours.

It gives the school board (with the commissioner's approval) authority to increase the compensation of others—to a maximum of 15%—who are assigned "to perform extra duties on a continuing basis during hours beyond the regular school day." The bill would allow the board of education, superintendent of schools, and the District commissioners to reward any teacher with duties after the normal school day.

Teacher advisers to the school band, yearbook, and newspaper are some of those who would benefit, in addition to coaches. Payments will not exceed 15% of the yearly salary. Athletic coaches in the schools of the District of Columbia receive nothing for coaching athletics at the present time. This is definitely an attempt to equalize salaries on a state-wide basis.

H. S. Gymnastics

(Continued from page 58)

Our various other apparatus have been and will be obtained in like manner. Similar projects can be utilized effectively to promote gymnastics in other areas—wherever the instructor is willing to "push" his program.

If just one essential had to be selected in the initiation of a high school gymnastic program, I would readily choose "instructor motivation." With a genuinely motivated instructor, the program is practically assured of success. Student interest and desire are usually directly proportional to the motivation of the leader. The instructor must not only understand the values of the program, but he must believe in it and constantly express this belief by his actions.

If the teacher is indifferent, so will be the students; and the program will fail. If the leader "lives" gymnastics, so will the followers; and the program will succeed regardless of whether or not the leader is an outstanding performer or teacher. Self-motivation nourishes student motivation, but the motivation must be genuine and convincing.

It's easy to read such recommendations and mentally accept their feasibility. But it takes desire to accept this feasibility and put it into practical use.

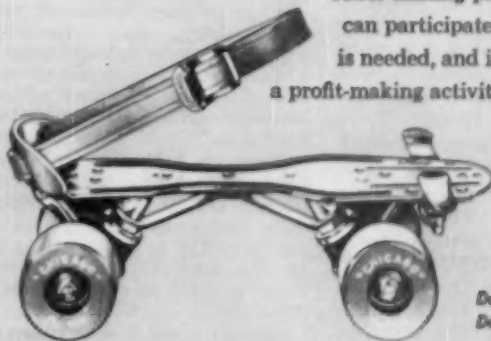
ACTION, not mere acceptance, will foster the growth of gymnastics locally and nationally. Each man must act upon the challenge in his personal situation and effect changes for improvement. Only through the active cooperation of all will gymnastics take its suitable place locally and nationally. It's our duty to ACT.



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TEAM MORALE

WHenever coaches meet at clinics or coaching schools, the talk invariably turns to prospects for the coming year; and someone is sure to pop up with a remark like: "You'd better watch so and so next year. They had a fine team this year and aren't losing a man. Brother, are they going to be tough!"

At least four or five teams in every league are ticketed for greatness in the pre-season forecasts. But rarely do more than one or two live up to expectations. Winning is more than a matter of sheer physical ability. It also hinges largely on team morale.

We coaches get so engrossed in the physical preparation of our teams that we often overlook the fact that a team must also be girded *mentally*. It's impossible to develop a great team without morale. But, conversely, a squad with limited ability but fine morale, can be developed into a winner. In other words, if you haven't got it from the ears up—you haven't got it.

How do you acquire morale? It can't be developed overnight, any more than a good athlete can be developed in a day or a week. The coach must work at it. Following are the nine vital areas in which to operate.

First, he must exercise care in the selection of his players. Beginning with the junior varsity, which means at the 7th grade level for us, we tell the boys what it will take to become star players. As they progress up through junior high, those who don't meet these standards weed out themselves.

The most important single characteristic in selecting a young, inexperienced player isn't unusual size or ability, but *DESIRE*. If a boy has burning desire, you'll see how rapid-

ly he'll improve in his physical mastery of the game. And while he's learning to shoot, pass, guard, and maneuver you can teach him morale.

When he doesn't pass off when he should have, say, "Hey, Johnny, where's your peripheral vision? We don't care who scores, just so we score. You should have passed off to Jim. Remember, the best player is the best team man."

What I'm trying to say is: Teach your boys the proper mental attitude toward the game, the officials, and their teammates while you're teaching them how to shoot, pass, etc.; and by the time they're 11th or 12th graders, you'll have something to be proud of.

Second, a coach should never underestimate his opponents. Overconfidence has beaten more teams than any single mental slip-up. Most good coaches are "worriers," who don't take anything for granted; and their boys will reflect their attitude toward the game.

The better team doesn't always win. So you're headed for a fall if you or your team becomes cocky or overconfident. Play your games one at a time, and the future will take care of itself.

Third, a coach can help his team morale by arranging the best schedule possible. We play teams in all three classifications during the regular season. The only prerequisite is their ability to play good ball. If they're not tough, we don't want to play them, for a team won't get much better than the level of competition it meets during the year.

When a team gets to a tournament after playing only good teams during the year, the boys will usually say, "Why, these teams aren't as good as most of the teams we played during the year!"

On the other hand, a team with a soft schedule may have a 30-0 record when it comes to a tournament, but it

will seldom win. To get good, you have to play good teams. So, coaches, make your schedule tough.

Fourth, a coach can contribute to his team's morale by carefully planning his practice sessions. They should be brisk and businesslike, with an absolute minimum of horseplay and they shouldn't be too long. During the first two months of the season, we practice two hours a day, but during the last month, we don't average over an hour per day.

That means our team is at its best by tournament time. They're "alive" and eager to play, rather than overtrained and stale. A graduated conditioning program, cutting down on the length of the workouts as the season progresses (as mentioned above), offers the best results on this score.

It's also important to give every player just and equal treatment. Avoid special treatment to the stars. If a certain mistake is considered serious, reprimand every player who commits it—not just the fifth man on the team or the second-stringers. If your system is sound, no one is indispensable. So don't let your squad feel that one or two of the players rate more consideration than the rest.

Fifth, a coach shouldn't alibi when he makes a mistake in judgment or loses a game; nor should he let his team do so. During the past season, a siege of influenza hit our squad; and we played one game on our opponents' court with our No. 1, No. 2, and No. 3 post men sick in bed. We were playing a very good team who was runnerup to us in the district tournament. So we had all of the alibis we needed for a defeat.

Now if we had entered the game with an alibi in mind, we would have been beaten. But our boys didn't want an alibi. They wanted to win, and they did—though playing the whole game without a pivot man! But they did have something going for them—*morale*.

Sixth, a good coach is a hard loser. This doesn't mean that he cannot take a loss, but that he certainly isn't happy about it and is constantly trying to figure out why. He instills this spirit into his team; and if they play poorly and lose he'll deliberately make his boys feel uncomfortable about it.

A good team must have pride in its ability, and, therefore, hates to lose. If you ever get a happy-go-lucky boy who feels just as well about losing as about winning, you had better ease him out because sooner or later he'll let you down.

Seventh, a good coach is honest with his boys. He might get them all worked up by stretching the truth

By **CHESTER BARNER**, Coach, Marmaduke (Ark.) High School

for one game, but the next time he cries "Wolf" they might not believe him.

If you have a relatively easy opponent, you may tell your boys that the opposition hasn't looked good, but not to underestimate them. They might have a hot night. "So let's play them as if they're the best team we've faced all year. If they're not good, some of our subs will have a chance to play—but beat them first."

Similarly, if you have a tough opponent, tell the boys so. Tell them where they're tough, what they do well, and what we must do to combat their strong points. Your boys may be emotional, but they're also rational. If you're honest with them and tell them the truth, they'll tighten their belts and go to work for you and the team.

Eighth, a good coach maintains strict discipline. He feels that his boys are his responsibility both on and off the court, including the class room. And he expects them to act like gentlemen at all times.

A coach will sometimes discuss a matter with his team before reaching a decision. But the final decision is with the coach, and he should expect total and unquestioned obedience when he asks his boys to do anything. This is very important for the morale of a team. The coach should, however, be reasonable in his requests. He should be diplomatic, not a dictator.

A coach shouldn't tolerate a show-off on the floor. When the referee blows his whistle and calls a foul, the

boy should raise his arm instantly and not with a pained expression and a "Who, me?" attitude. Whenever a player does this, get him out of the game.

The officials are paid to referee, and the boys are out there to do the playing. Most officials are competent, hard-working people. If you happen to occasionally get one who is not, you cannot change him. So, when this happens, adapt yourself to the officiating and win anyway.

Ninth, a coach should do a good job of teaching his boys everything that's necessary to win ball games. Under pressure, this pays off. You'll be surprised at how much constructive reasoning a well-coached boy can do.

POSITIVE THINKING

For instance, instead of saying, "Those guys are certainly hot; they're hitting on everything they throw up!" he'll say, "We're loafing on defense; we have to cover them a little closer. If we had a hand in their faces like we should have, the ball wouldn't go in every time they shoot."

Or, instead of saying, "They're real tough on the boards," a boy will say, "I missed a couple of rebounds I should have had. I'm not getting position soon enough. It will be different this last half!"

If you're executing your fundamentals well but are still getting beat, you might apply a little psychology.

Tell them, "It may be that our opponents are just better than we are. If they are, we're not supposed to beat them." Then I'd enumerate the things to do, and say, "If we do this and they beat us, they're just better than we are."

A good team that has mental stability will often respond by relaxing and then going to work effectively, because no competitor likes to admit that someone is better than he is.

Perhaps we've just been lucky during the last few years. But I don't think so. I like to think that we've been county and district champions the past four years, gone to the state semifinals one time, and been either state champions or runnersup the other three times, because we had physical ability and morale.

Most games are so close that the team with the best morale will win. I recall one very important tournament game in which we were 17 points behind at the beginning of the fourth quarter, then caught up and went one point ahead with 20 seconds to go. We won our four tournament games by a margin of just six points!

And last year in the state semifinals, we were three points behind with two and one half minutes to go, but won by six points. This took intestinal fortitude, mental stamina, or morale—whatever you want to call it.

So coaches, work on this phase of your game and you won't need as many sleeping pills at night.



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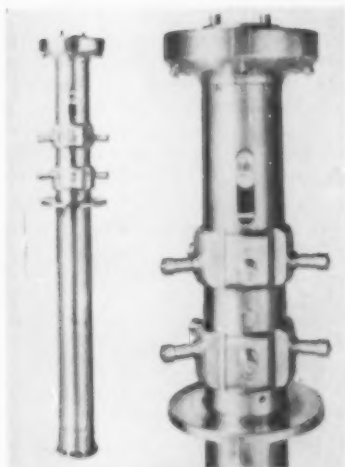
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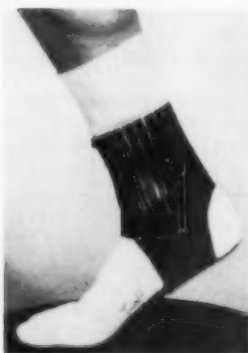
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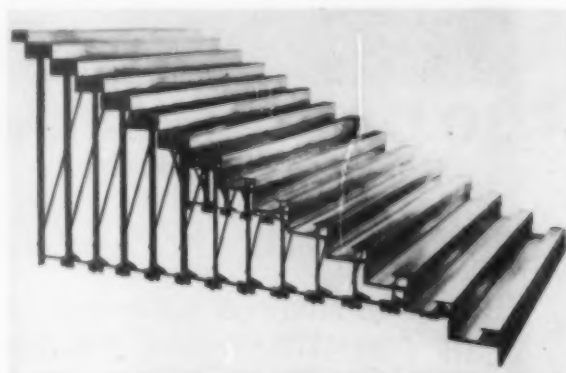
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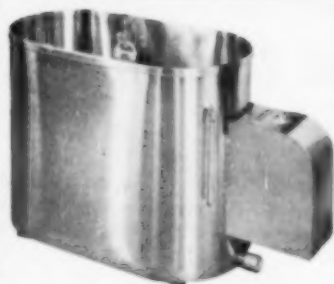
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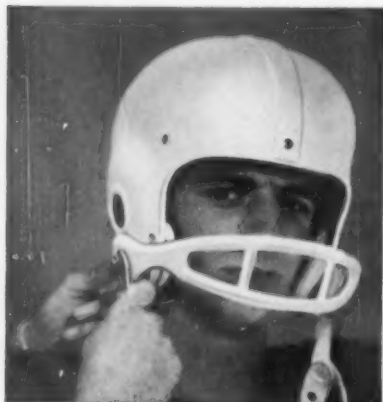


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Soddenly, Last Summer

(Continued from page 5)

Games need, and we should never permit any soft-headed brass-hats to distort it with their ethereal or jingoistic bombast. Once we start swallowing their line of pap, the Olympics will cease having any meaning.

THAT bit of advice holds true for the brass-hats of all nations. They're all addicted to flag-waving, belly-aching, and Monday-morning quarterbacking. All of them could use a course in tact, diplomacy, and dignity. And the fellows who could teach it to them are, wonderfully enough, the athletes!

The kids are simply great. They mingle beautifully, exchange confidences, respect one another, and disdain all forms of bickering and complaints. If you could muzzle the badge-wearers and let them watch the Games from outer space, the kids would really do a job of promoting international amity.

The word "muzzle" conjures up the president of the International Olympic Committee, Avery Brundage. A man of monumentally good intentions, he possesses, nonetheless, a certain flair for the traumatic. We wish he'd stop bleating about our soft-living and declining sports prowess. But, most important, we wish he'd cut out his racial observations.

Mr. Brundage may not have a biased bone in his head, but such cracks as "If it were not for our Negro athletes, we'd be a second-class power" are foolish and tactless, if not downright inflammatory.

The man needs a reorientation in the Bill of Rights. When a fellow dons the red, white, and blue, he ceases being white, black, yellow, brown, or red. He becomes a representative of America. We're proud of the multi-hued, multi-raced, and multi-creed composition of our team—and country. And Mr. Brundage ought to leave racism to the tyrants. (Remember Hitler's crack about our "Black Auxiliaries?")

How come he didn't say that if it weren't for the white athletes, America wouldn't have fared so well in the Olympics?

Or, if it weren't for the California athletes, America would have won only six gold medals?

Or, if it weren't for the mothers of America, we wouldn't have had a team at all?

Every kid on our team is competing as an American, not as a Negro, white, Christian, or Jew. Of course, Mr. Brundage meant no offense. He meant his remark as a compliment. But such compliments are better left unsaid.

Meanwhile, let's make sure that the Games continue to be long on both gamesmanship and sportsmanship. And let's not mock the Games because of the few beefs, squawks, and flare-ups. Considering its vast sea of nationalistic aspirations, there's remarkable little rocking of the boats.

To derogate the Games is to reject as unworthy any effort to promote understanding and friendliness among the nations. The world needs a helluva lot of such effort.

THE VANISHING LETTER

YOU can't knock that rather nebulous quality called worldliness or sophistication. In this competitive, pressureful world, it can be a valuable gift. Look at Zsa Zsa Gabor, for example.

But it can also be a bit disturbing, particularly when you find it in the young. Too many of our high school kids are far too blasé for their years. It must be the times, we guess. But so many things are "cornball" to them—like displays of enthusiasm and affection, patriotism, honor, and six or seven of the ten commandments.

We're sad to see that this affectation extends to the matter of wearing the school letter. Back in our school days—shortly after John Dewey invented progressive education—winning the school letter con-

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stituted the whole purpose of living. Oh, how everyone dreamed of making the team and then walking into the soda parlor with that big "R" on his chest. That was the moment of truth—the proof supreme that you had succeeded in life.

Alas, the sap of innocence has been diluted by the juice of the corn. How many athletes wear their letters today? Very few. It's considered "square" or "corny"; no "hip" athlete would think of wearing it on his chest.

That's one of the prices of modern civilization, with its emphasis on "coolness." Maybe it's "moldy figism," but we feel that the school letter deserves a better fate than slow rot in a bottom drawer.

Coaches might think of regenerating the pride in wearing the letter. A couple of talks to the boys and a little pressure on the Lettermen's Club might help.

Anyway, this is one time the boys should not be encouraged to get something off their chests.

THE COACH

(With Apologies to Kipling)

A Coach there was and he made his prayer
(Even as you and I)

To a bat and a ball and years of strife
Only to feel the Critics' knife
But the fool called it his way of life
(Even as you and I)

Oh the years we waste and the tears we waste

And the work of head and hand
Belong to the poor coach who did not know
(And now he knows he will never know)
And cannot understand

A Coach there was and the time he spent
(Even as you and I)

To teach a quarterback with good intent
But the boy called a play that was not meant
(Even as you and I)

Oh the play we lost and the game we lost
Though excellent things were planned
Belongs to the Coach who didn't know why
And now we know he will never know why
And cannot understand

The Coach was stripped of all his pride
(Even as you and I)

When the fans of the team threw him aside
Though some of him lived, most of him died
(Even as you and I)

Oh, why can't the game ever be won
With a last minute hit or a goal
And it isn't the blame and it isn't the shame
That stings the Coach like a red-hot coal
It's coming to know he will never know
And never will understand.

—GEORGE (DOC) JACOBS

Ath. Dir., St. Michael's College (Vt.)



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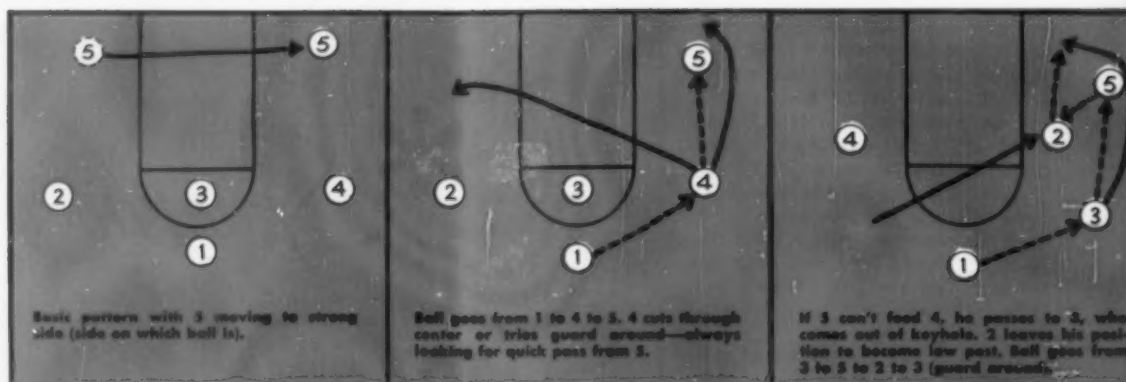
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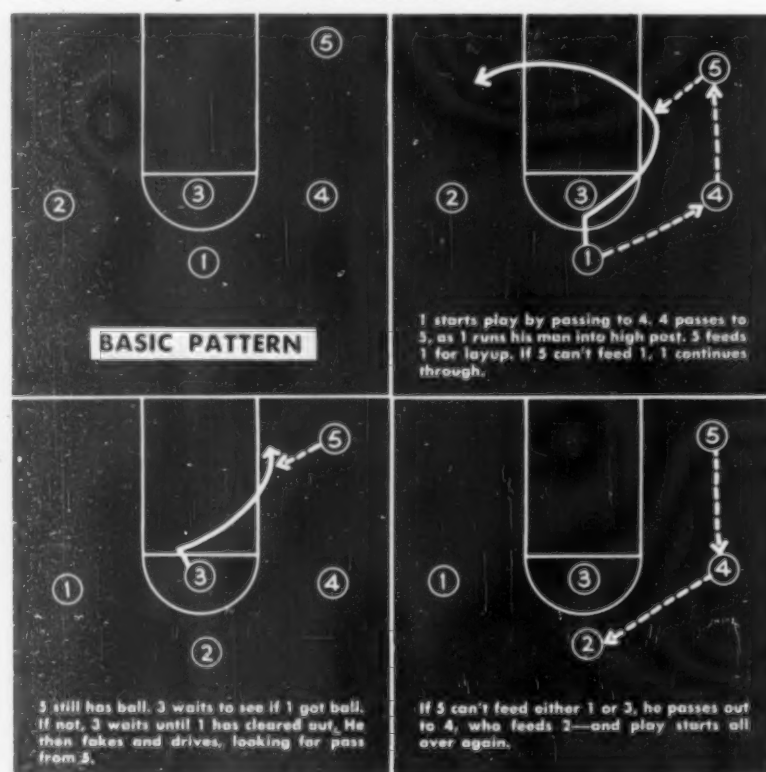
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SERIES 2, AGAINST A ZONE

SERIES 1, AGAINST MAN-TO-MAN

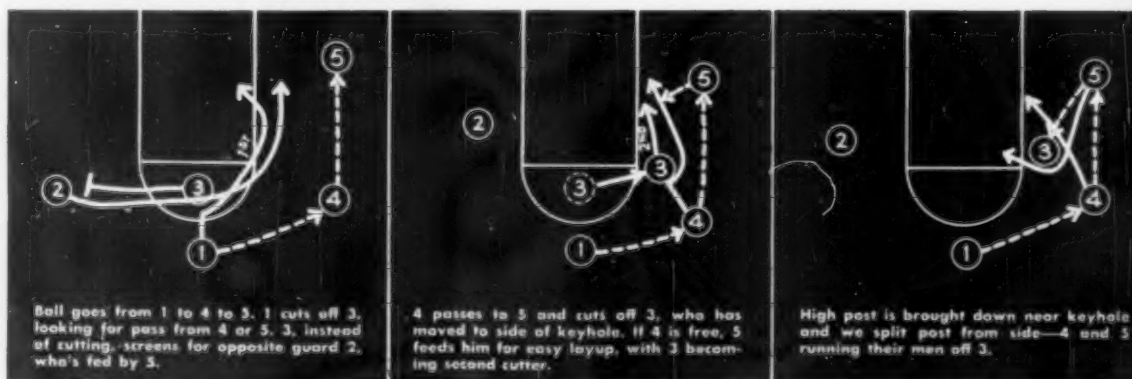


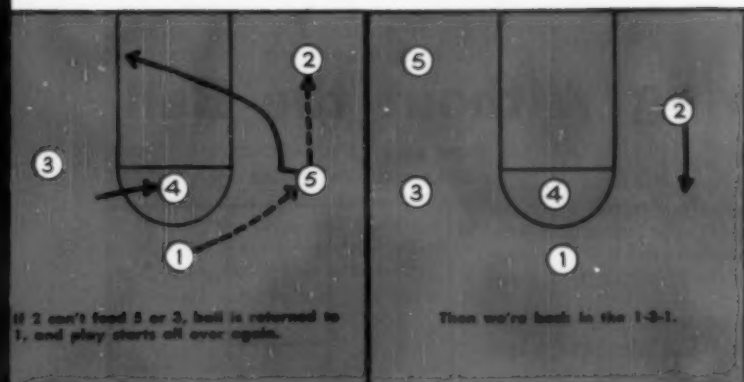
1-3-1

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OPTIONS OFF SERIES ONE





SERIES 3, AGAINST MAN-TO-MAN OR ZONE

WITH another basketball season just around the corner, some of you may be wondering whether or not to change your offense. If you're thinking about it, let me tell you about the Cleveland Hill offense—a 1-3-1 that can meet and beat any defense.

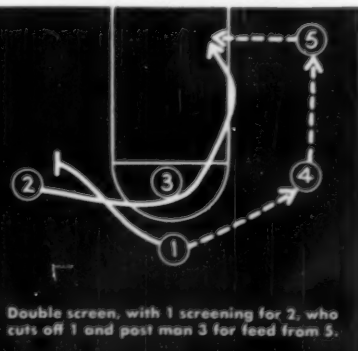
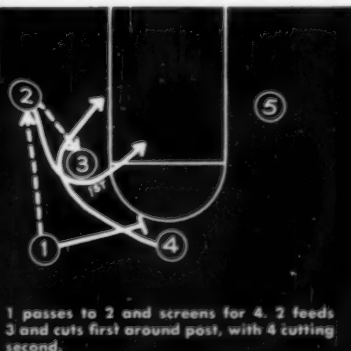
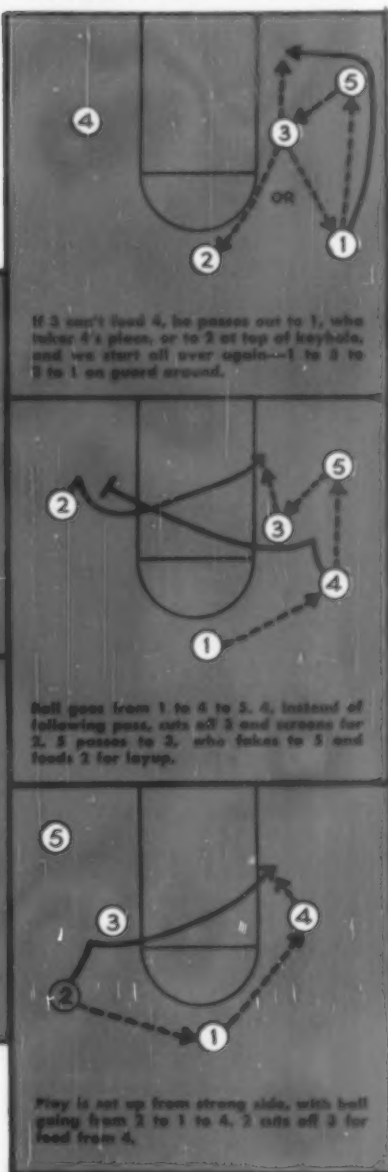
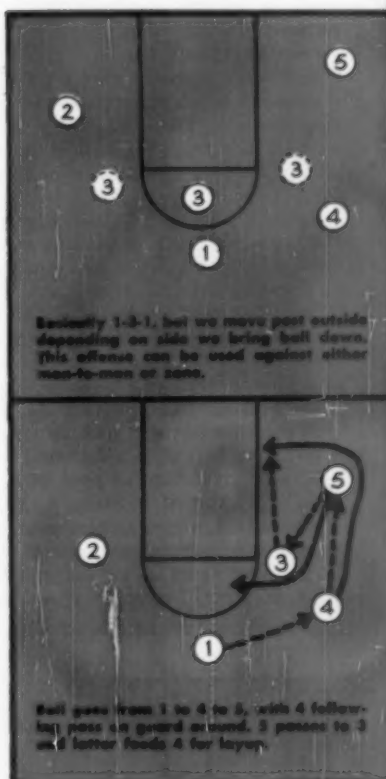
The thing I like about it is its simplicity and continuity. You can use it against the man-to-man or zone with equal facility. It's easy to teach and your boys will love it.

I've divided the plays into three series: Series 1, against the man-to-man; Series 2, against the zone; and Series 3, against either man-to-man or zone.

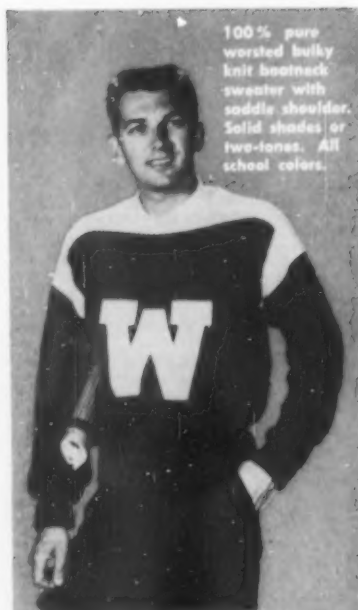
A word with respect to Series 2 (against the zone). I believe if you move the ball fast enough and have your players cutting against the zone, you're going to beat it. I have my weak-side man sink in as far as the defense allows. Remember, the faster you move the ball, the easier it is to penetrate the zone.

These are just a few of the plays you can use with the 1-3-1. If you're not satisfied with the system you're using, give this a try.

It may not be a panacea for all your ills, but it will help.



By **TOM GRIFFIN**
Cleveland Hill H. S., Buffalo, N. Y.



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Moving Without the Ball

(Continued from page 7)

er can do is make himself useful to his teammates. *The most* he can achieve is movement that'll make him a threat from anywhere on the floor.

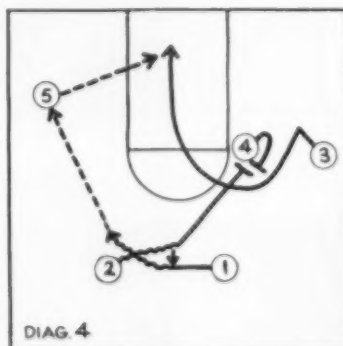
You don't need the ball to elude your guard. Keep him busy and everyone on the team will thrive.

For any team-minded player, the very least he can do without the ball is to screen for his teammates. A guard may screen for a guard, with or without the ball. Many set patterns begin with this sort of screening (**Diag. 1**).

Secondly, a guard may screen for a forward, with or without the ball. As shown in **Diag. 2**, No. 1 comes around a screen set up by 2 and moves toward the corner to screen for 5.

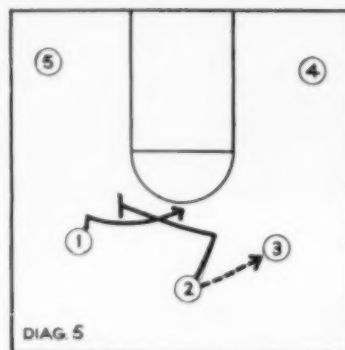
In turn a forward, especially if on the weak side, can provide a screen for a guard. In **Diag. 3**, as 1 passes to 3, 2 comes around a screen set by 5 on the weak side. If X-2 has sloughed off, he can easily be trapped by 5. This can work well against a defensive player trying to slough off the man without the ball.

A guard may also join in double screens, either with a forward or a guard or pivotman, as part of a set attack. As shown in **Diag. 4**, guard 2 passes to 1, who dribbles over and passes to 5 in the corner. No. 2 continues over to set up a double screen with 4. Then 3 cuts off the screen for the pass from 5.



A guard may also screen for a third outside man, when the offensive patterns call for three men out and two men under. On the movement away from the ball, the guard screens for the third man.

Diag. 5: No. 2 passes to 3, then



moves away from the ball to screen for 1. No. 3 passes to 1 if the lane is clear. If it's blocked, 3 passes to 4, and the latter will feed the cutter (1).

The great City College and Long Island University teams of the past used a variation of this maneuver as part of an out-of-bounds play from the sidcourt.



Diag. 6: No. 1 passes to 2, who may dribble to either side. If he dribbles toward 1 and passes to 5, then 1 comes around 2 and sets up successive screens for the first cutter (3) and the second cutter (4). Then 1 button-hooks to the backcourt for offensive balance.

It should be noted that it's of little or no avail to set up screens unless your teammates are trained to take advantage of them. If they can't "see" the screen or run away from the screen, it will be useless to try to run screens for them.

A second series of moves available to players without the ball is the use of the cutting game. Any player gifted with an explosive

burst of speed can develop into a fine cutter by acquiring a sense of timing, an ability to feint and go while in motion, and a change-of-pace which will enable him to elude a man-to-man opponent.

Usually the cutter will move from the weak side through the middle of the scoring area. For such tactics to be effective, the middle must be kept open, and the pivot man, if any, must clear out of the paths of the cutters.



Diag. 7: As the ball moves around the horn from 2 to 3 to 4 in the corner, 1 begins to move to his left. When the ball hits 4, 1 makes his move—feinting left and cutting right.

In the days of the Original Celtics, whenever Holman had the ball in the backcourt and Dehnert took the pivot, Johnny Beckman, tough and fast, would await the pass from Holman to Dehnert. As the ball went into the pivot, Beckman would shift into high and dig for the basket (**Diag. 8**), as the corner men cleared the lanes.



If Dehnert couldn't hit Beckman with a direct pass, he'd wait for Johnny to cut across the lane underneath the basket. As Beckman stepped into the open, Dehnert would feint to his left and bounce pass underneath—and Beckman had

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the layup on the far side of the basket.

In the modern version of this play, the Syracuse Nationals of the N.B.A. have had more than moderate success with it. In Larry Costello, the Nationals have an almost exact replica of Beckman. Tough and powerfully fast, Costello, in the backcourt, will wait and time the pass from Dolph Schayes to John Kerr, the pivot man.

As Schayes lifts the ball to pass into the pivot, Costello goes into motion. When the ball hits Kerr's fingers, Costello is in high gear, moving directly on the basket. Kerr will bounce pass to Costello—and the play will provide an average of two baskets per game.

An effective move for players without the ball is a change-of-direction maneuver from the corner. In his days with the Original Celtics, Elmer Ripley developed a roll which enabled him to free himself from a closely guarding opponent.

As he moved from the corner toward the man with the ball, Ripley would size up his opponent. If the guard was slightly in front and ahead of him (on the right side of the court), Ripley would step into the guard with his right leg, roll with his left leg to trap the left foot of the guard, and cut underneath to take the bounce pass.

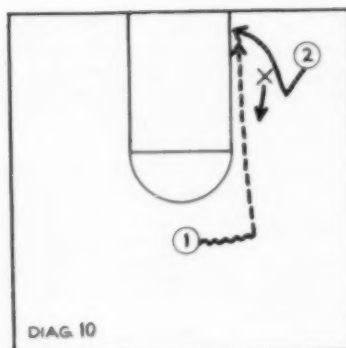
On the left side of the court, Ripley would step in with the left leg, roll with his body on the right leg, and cut for the basket (Diag. 9).



DIAG. 9

Another version of the change-of-direction from the sides of the court is expressed graphically by Alvin "Doggie" Julian, Dartmouth head coach, in his soon to be published book, *Bread And Butter Basketball* (Prentice-Hall). Although most Eastern coaches teach the change-of-direction from the corners, the concept of making a "V" is quite striking and easily grasped by neophytes (Diag. 10).

As in the previous situation where



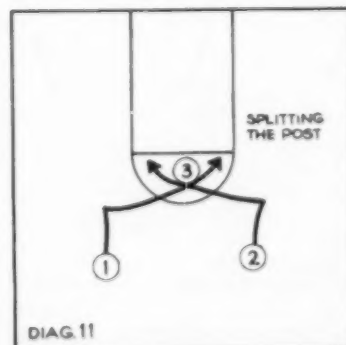
DIAG. 10

the guard is trying to prevent a pass into the corner by playing slightly in front of the offensive player, the corner man moves toward the ball. Then he feints the continuation of the movement by bending the forward knee, pivoting, and taking the long step past the defensive player in a drive toward the basket.

Unlike the Ripley roll, the offensive player faces his guard until the point of the pivot, at which juncture he tries to get his shoulder and leg past the defender and break for the basket.

Without the ball, any player can cut around the pivotman. If the pivot is on a high post near the free-throw line, it's far easier to cut than to dribble around him. You can change pace or change direction and make certain your defender will be run into a legal pick around the post.

Similarly, when the pivotman has the ball astride the foul lane, between the free-throw line and the end line, any of the forwards can cut around him and go up with the jump shot or go in for a layup, provided the guard has been successfully picked off on the pivotman (Diag. 11).



DIAG. 11

In all circulation or continuity offenses, as well as four or five men weaves or mills, the offensive players without the ball must keep in

motion for the pattern to be successful. In the continuity patterns used extensively by Manhattan College and Dartmouth College, the man without the ball will usually move through the wide open middle of the court.

Failing to receive a pass, he'll cut to the corner—thereby leaving the middle open for the next cutter. He then continues his circulation up the side to the backcourt toward the ball.



Diag. 12: No. 1 passes to 2 and cuts through the middle. No. 2 then passes to 4 and cuts through the middle. No. 3 moves up to receive the pass from 4, while 5 moves up to take the pass from 3. Any number of variations and optional moves may be introduced into this continuity pattern.

OFFICIATING FEE SCHEDULE

THE following recommendations influenced the Southern Section of the C.I.F. (Calif.) in drawing up its officiating fee schedule this year.

1. Since the Referee in football is charged with the responsibility of directing the crew and making decisions on the enforcement of penalties, he should receive a higher fee.

2. Working a double-header in basketball takes more time and is considerably more difficult than other sports officiating, so a raise in the fee is recommended.

3. The plate umpire, being the umpire-in-chief and having many more decisions to make than the base umpires, should receive higher pay.

4. In track and swimming, a standard fee should be established which should include the cost of shells used by the starter.

An attempt was made to standardize all fees as much as possible, keeping in mind the degree of difficulty and the amount of time employed in handling the officiating assignments. Maximum fees were adopted for the interscholastic sports of football, basketball, baseball, gymnastics, wrestling, water polo, track, and swimming.

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A Six-Week Course in Judo

(Continued from page 29)

testants. The J.B.B.F. matches contestants by their levels of rank, while the A.A.U. matches them in four weight categories: 130 pounds and under, 150 pounds and under, 180 pounds and under, and the unlimited heavyweight division.

The Grand Champion is selected through interlevel contests among the four champions.

Although the basic rules are similar, the straight elimination system is used by the J.B.B.F., whereas the A.A.U. offers an option—either the straight elimination or the Olympic Games penalty-point system. Contests may range from 10 minutes in special contests to three minutes in regular bouts.

In the public schools, the A.A.U. rules are more practical. A detailed judo rules code is available in section II of the annual wrestling guide. Victory is obtained in a contest on these bases (one point constitutes a victory):

1. When a contestant is thrown with good form, causing him to lose control completely. If the throw is incomplete, the referee will call a half-point.

2. If a contestant is held down on the mat with good form for 30 seconds. If the holddown follows a half-point call on an incomplete throw, 25 seconds will constitute the winning half-point.

3. If a strangle is placed effectively on the opponent and the defender is forced to resign, a point or win is called.

4. If an elbowlock (only) is executed effectively, and the defender is forced to surrender, a win is called.

In regular contests, only one referee is required. But special contests call for three officials—one referee and two judges.

Judo instructors can be developed among the more experienced physical educators and coaches, who are already trained in scientific methods of teaching. How is this possible? Through the natural transference of skilled teaching methods to related individual sports.

For example, an instructor of gymnastics, boxing, or wrestling, to name just a few, could easily teach judo. With the help of a good text and a little concentrated effort, he can set up a six-week basic course that can produce amazing results.

Only the basic principles should be taught to beginners. There's no sense trying to teach them the many complex techniques.

HOLDER of the third degree Blackbelt in judo, a member of the U. S. team in the first U. S.-Japan international judo meet in 1955, and a representative of the U. S. in the world championship series in 1956, Lindy Avakian is co-author of the definitive text, "The Secrets of Judo."

It would be advantageous to begin the six-week course in mid-semester. This allows the students a period of conditioning, especially if they've already been exposed to a course of tumbling, gymnastics, wrestling, and similar activities.

It's advisable to equip the students with judo uniforms (judogi). If uniforms aren't feasible, a loose-fitting sweat shirt and sweat pants will suffice. The class shouldn't exceed 30 students, if possible, and should meet (for this six-week basic course) five days per week.

In these 30 days of training, much can be accomplished because of the boys' previous conditioning from the various other activities.

The recommended six-week basic judo course follows:

FIRST WEEK

Monday: Indoctrination. Demonstration. History. Teach falls—sit position, squat position.

Tuesday: Review falls—sit, squat. Teach (1) Hip Throw.

Wednesday: Review falls—sit, squat. Teach standing falls. Review hip throw.

Thursday: Review all three falls, Hip Throw. Teach forward roll falls, (2) Foot Sweep.

Friday: Review four falls, two throws. Teach free exercise (cooperative judo exercise, similar to sparring in boxing).

SECOND WEEK

Monday: Review falls, two throws. Teach (3) Sweeping Loin Throw.

Tuesday: Review falls, three throws. Free exercise.

Wednesday: Review falls, three throws. Teach (4) Body Drop Throw. Free exercise.

Thursday: Review falls, four throws. Free exercise.

Friday: Review falls, four throws. Teach contest methods. Spot grade.

THIRD WEEK

Monday: Review falls, four throws. Teach (5) Over-Shoulder Throw. Free exercise.

Tuesday: Review falls, five throws. Free exercise.

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Wednesday: Review falls, five throws. Teach mat technique (6) Side Collar Holddown. Free exercise.

Thursday: Review falls, five throws, one mat technique. Free exercise.

Friday: Review all techniques. Contest.

FOURTH WEEK

Monday: Review falls, all six techniques. Teach (7) Four-Corner Hold-down.

Tuesday: Review falls, five throws, two mat techniques. Free exercise.

Wednesday: Review falls, all techniques. Teach (8) Normal Cross-Strangle. Free exercise.

Thursday: Review falls, five throws, three mat techniques. Free exercise.

Friday: Review falls, all eight techniques. Teach (9) Entangled Elbow-lock.

FIFTH WEEK

Monday: Free exercise only.

Tuesday: Contests. Spot grading.

Wednesday: Review falls, all nine techniques. Free exercise.

Thursday: Review throws only. Free exercise using throws only.

Friday: Review mat techniques only. Free exercise using mat techniques only.

SIXTH WEEK

Monday: Review four falls five throws, four mat techniques. Free exercise.

Tuesday: Tests: falls, throws, mat-work. Performance tests for half the class. All techniques in stationary position.

Wednesday: Tests: falls, throws, mat-work. Performance tests for second half of class. Tests done in stationary position.

Thursday: Contest grading tests (by a win). Performance point system of grading first half of class.

Friday: Contest grading tests (by a win). Performance point system of grading second half of class.

2nd Option in the Auburn Shuffle

(Continued from page 10)

by 1, 4 and 5, while 3 balances and 2 stops the ball.

Diag. 4 gives 3 another way to hurt the defense which anticipates the back-side cut. Here 3 delivers the pass to 1, and 2 cuts all the way over 1, looking mainly for the short jump shot. Since 1 is closer to the board, he rebounds along with 4 and 3, while 5 balances and 2 stops the ball.

Next (**Diag. 5**), we see one of the main ideas in the options, which is 4 trailing 2 in an effort to defeat the switch. 2 must keep his speed and completely clear the lane, then hook back to rebound. 4, who has been facing the basket, can see the switch occur. He then tries to keep the new defensive man on his back as he slides to the basket for the pass from 1.

Diag. 6 shows how the 3 man is used as a scorer. 5 faces mid-court, forming the double screen with 4. He's told to delay two counts after 2 cuts by, before moving to set a screen for 3. The latter, in turn, is told to hold his position until 5 sets the screen making it appear as if he isn't going anyplace.

This is a change from the normal shuffle options where 3 is used mostly as a screen. 1 has the ball a long time and can dribble out one bounce after checking the cuts by 2 and 4.

The 5 man is also part of the scoring plan (**Diag. 7**). After screening for 3, he steps out to get the pass from 1 for a moderate distance jump or set shot.

So every player, except 1, has now had a shot opportunity. Though

primarily a feeder, 1 is told to take the short jump if his defensive man is loose, or to drive quickly if the defense over-plays him.

Diag. 8 shows another method of running this option. As 2 crosses in front and 3 dribbles toward the middle of the court, 1 has the right to come up early and screen. In this case, 3 will look for a jump shot over the screen or a drive play.

If neither develops, 3 simply takes the spot and duties of the 1 man (who now has become 2). When he picks up his dribble, the remainder of the option is run as shown.

Diags. 9 and 10 illustrate the "rotation" or the new spots that each player will occupy after the option has been executed and a shot was not taken. This is kept constant with the 3rd Option in the Shuffle.

In **Diag. 9**, 5 does not shoot but dribbles quickly to the 2 spot and the "turn-over" is ready to start.

In **Diag. 10**, 1 dribbles out to the new 3 spot, and the offense is ready to continue.

If the shuffle has one basic value, it's this continuity of movement.

Ed. Note: For purposes of simplification, a small liberty has been taken (with Coach Eaves' permission) in the analysis of the diagrams. The numbers have been kept constant. That is, the players have retained their original identity no matter where they moved—2 always being 2, 3 always 3, etc. In actual practice, as Coach Eaves explains in his book, 3 and 2 switch identities after crossing and assuming new positions—3 becoming 2 and 2 becoming 3, a logical adjustment in a continuity that operates from fixed positions.

Defensing the Jumper

(Continued from page 14)

3. **Circular Arm Sweep (Figs. 6-8).** In executing either of the first two blocks, the defender almost always has to take off from both feet. In this block, the defender may leap from one or both feet. He starts his deflecting arm with elbow bent below the shoulder and swings it in a rapid extended arc up over his head, revolving it in front of and toward the inside of his body.

This is my favorite, offering several advantages. First of all, the one-foot take-off affords maximum height. The momentum of the arm whip carries the defender to the side of the shooter and virtually eliminates the danger of fouling. Also, the circular motion of the arm is more apt to distract a shooter, as the defender seems to lunge directly at the shooter's line of vision and swipes across his sighting range.

Landing beside the opponent has both an advantage and a disadvantage. If the ball is deflected, the defender has a better chance of retrieving it than the shooter. He's lined up in the direction of the ball's flight. On the other hand, if the shot hasn't been touched, the defender is in poor position to block the shooter from a rebound. The shooter often has little trouble following his shot.

The reason I like this maneuver is because it has proved to be the most effective in preventing or throwing off shots. We've found that many high school performers fail to follow their own shots, particularly jump shots.

4. **Stopping a Shot After Leaping on a Fake.** The pros are very clever at this. Whenever drawn into the air by a fake (Fig. 9), the only hope for recovery is to claw at the ball with both hands on the way down, as the shooter ascends (Fig. 10).

This action sometimes results in hacking. But if the shooter is within 10 feet of the bucket, with today's percentages, it's better to take the chance. Requiring the shooter to take two shots from 15 feet out is better than letting him drop a single one from 10 feet. Many coaches will agree there's no alternative, particularly since the defender may often strike the ball from the shooter's hands as it's being carried up.

These four practices aren't intended to imply that defense has caught up with offense. The only "sure thing" that'll stop a jump shot is still an ironing board. These techniques merely offer a constructive approach to the problem.

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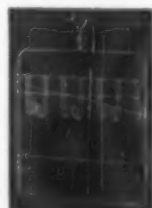
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COACHES' CORNER



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THE tough old team trainer looked dolorous as the team took the field for its opening game against S.M.U. "What's bothering you, Mike?" queried a sportswriting friend.

"We're not ready," grunted the tape-strapper. "We haven't had enough live scrimmaging. Nothing but all that dummy jazz."

Then he brightened. "But I'll say this. If we ever run up against a team of dummies, we'll sure stomp the hell out of 'em!"

Bill Kern, the old Carnegie Tech coach, once told Harry Stuhldreher that he played tackle for the Green Bay Packers at 180 pounds, while Cal Hubbard, the other tackle, tipped the beam at 280.

"That," replied Harry with a straight face, "must have been the start of the unbalanced line"

The football coach of this little athletic foundry insisted on paying lip service to academic standards. He wouldn't pass out a uniform until the boy passed a one-question test, to wit: "Name two ancient sports."

The only athlete ever to win his letter without playing a down was the one who pondered the question for several moments, then answered, "Anthony and Cleopatra."

Casey Stengel once had a first baseman named Buddy Hassett, who could tear your heart out with his beautiful Irish tenor. One winter they set out for Florida by train. In the car with them was a baby who cried steadily from Newark to Baltimore.

Casey finally exploded. Taking Hassett by the arm, he walked over to mother and child. "Madam," he said, "I am the manager of the Brooklyn Dodgers and this is my left-handed tenor singer, Buddy Hassett. He will now sing your infant to sleep."

The left-handed tenor singer began

to croon, "Mighty Like a Rose"—and the baby went right to sleep, and stayed that way until well beyond Richmond.

Casey returned to his seat. Nudging a columnist next to him, he said: "I have my critics, but they can't say I don't get the most out of my players."

George Wilson, the Detroit Lion coach, became a basketball buff last winter. His son played for the local high school, and George was always around to lend vocal encouragement. One night the kid ran into foul trouble. Twice he was called for charging, and eventually he picked up his fifth foul, putting him out of the game.

In characteristic parental dudgeon, Big George tore into the official after the game. "Mister," he roared, "you certainly don't know the difference between charging and blocking."

The ref gave him a withering look. "Mr. Wilson," he drawled, "if you know so much about blocking, why don't you teach it to your football players?"

Knocked down for the ninth time in the fight, the battered boxer looked all but out. From the corner his excited manager yelled, "Stay down until eight!"

Lifting his head from the canvas, the fighter wearily asked, "What time is it now?"

The veteran coach was giving advice to his young successor: "Be careful what you say to newspapermen. If you don't, someday they'll dig up something you said in the past, compare it with something you just said, then claim you're a liar."

"Coach," said the youngster, "have they ever claimed that on you?"

"Heck, no," roared the coach, "they proved it!"

Which recalls the one about the wily old egotistical coach who could always extricate himself from an embarrassing predicament. When the T formation mushroomed into popular-

ity in 1940, he declared that it was a passing fancy; that it didn't stand a chance of catching hold and enduring.

About 17 years later, a local scribe came across this quote in the office "morgue" and just to needle the coach, brought it up at the regular Monday afternoon downtown quarterbacks luncheon. Everyone snickered as the scribe reeled off the ancient quote.

But the veteran mentor still carried the day. "Gentlemen," he said, rising to his feet, "I'd like to say that I find it incredible that a coach as intelligent as I could ever have entertained such a notion."

A noisy patron in the bowling alley's cocktail lounge was given the heave-o three times. Each time he brushed himself off and staggered back.

A league bowler watched the exhibition with interest. Finally he tapped the bouncer on the shoulder.

"You know why that guy keeps coming back?" he said. "You're putting too much backspin on him."

Yogi Berra's proclivity for rapping bad pitches for good hits confounded the experts. One of the scribes once asked Mickey McDermott how he pitched to the Yankee catcher.

"With a lump in my throat," sadly muttered the left-hander.

Paavo Nurmi, the greatest business-minded amateur in foot-racing history, was reputed to have collected \$25,000 on his first tour of the American boards—moving John Lardner, the great sports columnist, to remark: "Paavo Nurmi has the lowest heartbeat and the highest asking price of any runner in the world."

The prince of sports humorists, John Lardner, once wrote that Boots Poffenberger, was a right-handed pitcher for the Dodgers who had a lot of stuff. "He drank a lot of stuff," said one of his teammates. "So why shouldn't he have it?"

"The curfew was midnight for the Dodgers," wrote John. "And Poffenberger was almost always in by midnight—by San Francisco time when the team was in Cincinnati, by Honolulu time when the team was in St. Louis."

Over the years we've kept up a delightful correspondence with a fine minor league catcher named Dick Elkind, who's now a crack mutual fund executive. From Houston, Tex., last fall, he relayed such witticisms as:

"I enjoy pro football over television. Our stations very cleverly have two games every Sunday. They both start at the same time. So it's decisions, decisions all the time. Our 'home' teams are the Cardinals (90% Texas boys) and Cleveland (90% Jimmy Brown)."

"I don't suppose you figured me for a football aficionado—that's Spanish for non-participant. But I've gotten

to know all the players—Mel Hein, Tuffy Leemans, Pug Manders, Ralph Kercheval, Ace Parker. You see, we have an old TV set.

"They really go for high school football in Texas. Most schools have a varsity, a B team, a junior varsity, a sophomore varsity, and a freshman team. No wonder Texas produces so many good ball players. All I want is the iodine concession.

"I wouldn't say I've seen too many football games recently. But the other day I looked up and saw a bird flying toward me, and I instantly signalled for a fair catch. I even red-dogged a clerk at a busy counter while shopping the other day.

"I've seen several pro basketball games, too. Ray Felix may be 7' tall but, in my opinion, if he were cut in half he'd make two very bad small men. I've seen people with two left feet—but at the end of their arms?"

Steve Owen was probably the first pro football coach to experiment with the five-man line. The Bears were coming into town and the Giants had to find a way to stop the fabulous Bronco Nagurski. So Coach Owen converted one of his centers, Hank Reese, into another linebacker.

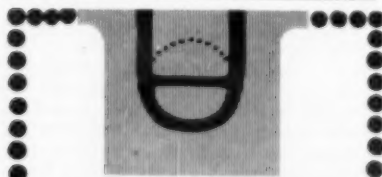
The game started and on the first play, Nagurski came ramming through. But Reese was right there. He met the Bronk head-on about a yard back.

"Only two things happened that we hadn't counted on," recalls Stout Steve. "One was that Nagurski made eight yards. The other was that Reese had to be carted off the field. So we got back into our six-man line in a hurry and took our licking."

Rocky Bridges, the much traveled shortstop, is one of the most nimble-tongued players in the big leagues. Riding to an exhibition game some years ago, he perceived an old schoolhouse with most of the windows broken out.

"Someone must have flunked chemistry," he observed.

It was Rocky who remarked about Albie Pearson, the 5-6 rookie-of-the-year in 1958. "It's restful warming up with Albie before a game. You're throwing downhill."



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DESIGNED for trainers, coaches, and students, this superb practical handbook is a distinctly major contribution to the field. Simply and graphically written, comprehensive in scope, and sound as the Declaration of Independence, the book is strictly confined to the duties and responsibilities of the trainer, clearly delimiting them from the concerns of the physician.

A chapter is devoted to each major body area (head and neck, trunk and back, shoulder, arm, elbow, wrist and hand, upper and lower leg, knee, ankle and foot) and the injuries to which it's subject. The text deals with the trainer's specific concerns: the circumspect initial management of the injury through ascertaining its history, inspecting and palpating it, and applying first aid; then the subsequent treatment, physical therapy, taping, and rehabilitation under the physician's direction.

Though a knowledge of anatomy, physiology, and kinesiology is assumed, a brief and simple review of the pertinent anatomy is provided. Step-by-step procedures are carefully and completely outlined, based on the author's 20 years of experience at Miami, Tulane, Texas A. & M., and, since 1956, Yale.

Throughout the book, the prevention of injuries is constantly emphasized. Under general considerations, the Yale trainer includes extremely valuable chapters on physical exam and medical coverage, diet, physical conditioning, common problems, types of injuries, and physical therapy.

Excellent illustrated, this book is a trainer's dream.

- **BASKETBALL OFFICIATING.** By Bill Haarlow. Pp. 92. Illustrated. New York: The Ronald Press Co. \$2.95.

WRITTEN by one of the country's most esteemed officials, currently supervisor of officials for the Big Ten, this clearly written manual offers a complete treatise on the complex art.

From his long experience as a player, official, and supervisor, Haarlow spells out the necessary qualifications, training, duties, and responsibilities of the official, then clearly describes the techniques, interpretations, signals, and teamwork involved.

Many helpful photos and diagrams show how to cover the play as it develops, how to get a clear view of the action and accurately determine rule

infractions. Of particular interest to the beginner is a short chapter on getting started, which includes suggestions for gaining experience.

It's a pleasure to see a top official at work.

- **SUCCESSFUL WRESTLING (Its Bases and Problems).** By Arnold W. Umbach and Warren R. Johnson. Pp. 256. Illustrated. Dubuque, Iowa: Wm. C. Brown Co. \$4.

PUBLISHED originally in 1953, this magnificent text constitutes a perfect handbook for the coach and gym instructor. Everything about it—organization, writing, scope, and presentation—is strictly top-drawer.

Part 1 offers an absorbing picture of wrestling, past and present, and the role of wrestling in education.

Part 2 concerns itself with building for championship performance.

Part 3, comprising the bulk of the text, presents a picture analysis of all the basic maneuvers. Every essential step is clearly depicted in superb drawings, with the crucial points emphasized in adjacent captions.

Part 4 concentrates on coaching know-how—teaching classes, coaching the varsity, prevention and care of injuries, administration of competition, officiating principles, and facilities, equipment, and safety devices.

Particularly noteworthy is the authors' coverage of preparing for championship performance. They call upon a panel of 13 famous coaches for such vital information as the physical and psychological factors in successful wrestling and the characteristics of champion wrestlers.

Coaches, teachers, and athletes will find this book perfectly suited for their needs.

- **SWIMMING BEGINNER TO CHAMPION.** By Edward M. Eissey and J. Ronald Gainsford. Pp. 37. Illustrated. West Palm Beach, Fla.: Gainsford Publishing. \$1.

THE joint handiwork of a highly successful junior high coach (Eissey) and a former All-American swimmer and college coach (Gainsford), this little book neatly compounds the elements of learning how to swim and competitive techniques.

The book is written simply and graphically and illustrated with many photos.

- **BODY BUILDING FOR SPORTSMEN AND ATHLETES.** By Lou Ravelle. Pp. 128. Illustrated. New Rochelle, N. Y.: Sport-Shelf. \$3.25.

PREPARED for the athlete who wishes to improve his game, rather than the

muscle worshipper, this book covers body-building and weight training in a light, easy style that simplifies even the most difficult exercises.

The book includes regimens for track and field, wrestling, soccer, tennis, boxing, and many other sports, and also a chapter on how women can use weights to build up or reduce their bodies.

- **LEARNING TO SWIM IS FUN.** By Jack Ryan with Marilyn Ryan. Pp. 80. Illustrated—drawings. New York: The Ronald Press Co. \$2.95.

WRITTEN by the famous West Point swimming coach, this book has been prepared specifically for young people who want to learn how to swim. It describes how to overcome fear of the water, then tackles each skill in easy stages with the help of drawings, swimming aids, and games.

The book also contains graphic expositions of the four different strokes and diving, as well as a helpful chapter on safety rules.

Both beginning swimmers and instructors will find this book extremely useful.

- **LEARN OR TEACH AUSTRALIAN SWIMMING METHODS.** By Perce Russo, Frank Jordan, and Mary Matheson. Pp. 62. Illustrated. New Rochelle, N. Y.: SportShelf \$3.25.

FOLLOWING the outstanding successes of the Australian swimmers, great interest has been evidenced in the basic principles being taught to the young athletes down under.

The book starts with the all-round preparation for the beginner, then delves into the crawl, back crawl, breaststroke, and dolphin butterfly. It concludes with the technique of racing, coaching, training, and fault corrections. Fine sequence photos and drawings illustrate the instruction.

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Primer for Defensive Ends

(Continued from page 42)

come to you, and then commit as rapidly as possible. If under these same circumstances a pass develops, then rush under delayed control and hard to the outside. If the play is away from you, slowly revolve back and away from the play and become the safety man.

FLANKERS AND SPLIT ENDS

Outside, you're the end first, last, and always. As has been mentioned, line up at about 45° to the offensive backfield with your feet shoulder-width apart. Your first step is simply to the line of scrimmage with your inside foot and a follow-up of one yard across the line of scrimmage.

Don't square off to meet blockers, but if they come at you meet them at about 45° in a very low position. Keep low, with inside foot up, always keeping the ball-carrier on your inside shoulder. Keep everything to the inside. On an exceptionally wide threat, don't run an arc to the ball-carrier, but pursue laterally.

If at all possible, hold your ground and fight off the blockers, giving ground to the outside but not backward. Then sift through the interference to make the tackle.

Flankers and split ends are nemeses that cannot be ignored. If a back or end splits out to a position where he can block in on you, then go out and play nose up on him. If you're tight and the back is out over five yards, then play normal. If two men are split to your side—for instance, a halfback and an end—then play nose up on the inside man.

As a wide end, play flankers and split ends a little differently from the tight end. You're first of all responsible for the outside. If the flanker is out five yards and can come back on you, play nose up on him. If he's out any farther, stay in about halfway between your own tackle and the split man.

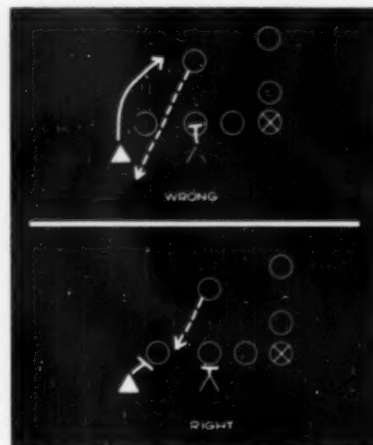
If the offensive end is split, the very same rules apply. In playing a split end, always keep in mind that he can run the straight "look in" pattern. When he does, play him from the inside.

A good solid jolt with both hands is usually enough to hold up a split end, but you must be persistent in getting this most important job accomplished. Remember, you cannot go chasing him, once he has passed you, since your responsibility is outside and wide.

COMMON DEFENSIVE ERRORS

One of the most common errors is to go around the opponent and take

the easy way out. This, of course, is a dangerous mistake, since it leaves a great running hole in the defense.



Not watching the ball is another common defensive error, which will result in the defensive man being met on his side of the line of scrimmage every time, and thus defeated. The unalert defender, might not even be in his defensive stance when the ball is snapped, and thus completely overrun by a play to his side.

For this reason, our defensive ends are taught to be always ready to go as soon as the center leaves the huddle. They must come across the line of scrimmage to be of any value on defense.

Many defensive ends will meet blockers standing up, assuring defeat. The ends must assume a low position and meet force with force, using a good solid forearm. On a power play in his area, the end should never attempt to stand up and fight all pressure; he'll be quickly defeated.

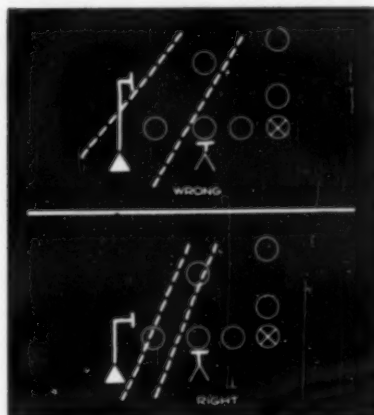
We therefore teach our ends to strip the interference by throwing a cross-body block into the path of the blockers. The body should be as elongated as possible, obtaining a wide surface that serves as a blockade.

Failure to use a good solid forearm is another tragic error. This must be instilled into each player until it becomes a habit. John Bednarik, our line coach, is a great exponent of this, and he instills it in each boy from the first day of practice.

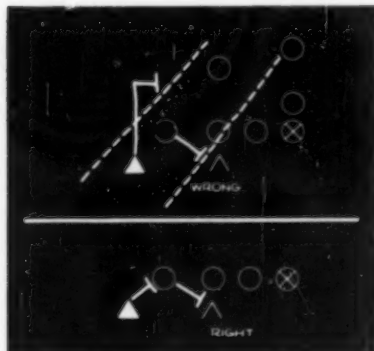
Arm tackling is also a grave error which can result in two basic losses. One is injury to the shoulder or arm, and the other is ineffectiveness—a good back can ever be brought down with such a tackle.

Taking the wrong initial step is another common error. It throws the end off-balance and hence makes him vulnerable to a block or trap.

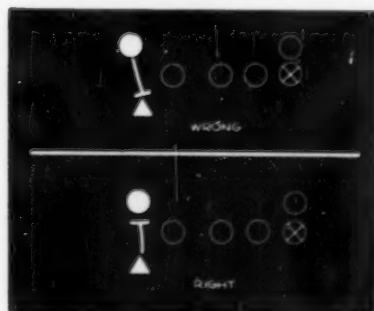
Penetration is usually acceptable up to one to one and half yards behind the line of scrimmage. Penetrating too far is just as bad as waiting on the line of scrimmage. Deep penetration creates running alleys.



An end must also be taught to react quickly whenever the offensive end caves or blocks down on his tackle. He must immediately fill the gap off tackle by stepping laterally into the hole and remaining low, anticipating the play in this direction. If this isn't done, a wide running alley will be formed.



Finally, the end cannot disregard close flankers. Any time one of our ends has a back or a split end from one to five yards outside of him, he must come back into the position he has left and pinch hard, causing confusion in the offensive backfield.



The other alternative is to go out and play nose or head up on the flanker, and be responsible for the

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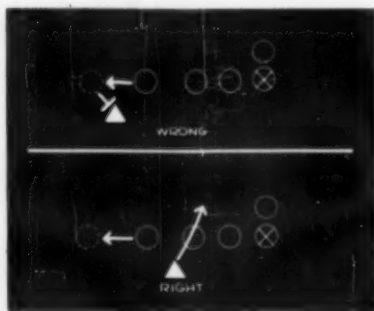
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outside. However, never ignore a flanker whom you think has any chance of coming back and blocking you.



Gym Decathlon

(Continued from page 51)

7. Sets up the official program, working with the art squad.

Clerical and Record Keeping Committee:

Stencils and mimeograph forms for entry blanks, score sheets for each event, and summary and point score sheet.

Ticket Sales Committee:

1. Sale of tickets to defray the expenses of the competition. (We have never had less than 300 spectators. The admission is usually 10 cents.)

2. Arranges for seats and bleachers.

3. Supervises gate and locker room.

Service Committee:

1. Sets up gym for the competition.

2. Moves mats and equipment.

3. Assists with the clerical work.

The Decathlon Championships are very popular at Midwood. In the four years we've been conducting the event, it has become traditional. Contestants as well as spectators, including co-eds, look forward to the championships each January.

We now have a large plaque in our gymnasium listing all the winners. We also have a "Can You Top This" poster listing the previous records and record holders, which serves as an incentive to our present students.

Our annual competition gives our program balance and a beneficial lift. Here are some of the outcomes we've observed:

1. Keen interest and enjoyment for all in the physical education program.

2. Greater improvement and advancement in activities.

3. Better leadership.

4. Raises the standards of the average student.

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5. Continuity of competition—carryover of records from year to year.

6. Development of interest for studying physical education as a profession.

7. Enhancement of personality because of progress and achievement.

8. The following social values manifest themselves: courtesy, friendships, respect for others' ability, the thrill of recognition.

9. The prestige which the Health and Physical Education Department receives from this project is tremendously valuable from the point of view of: student body, faculty and administration, parents and community.

In our contemporary physical education programs, there's a tendency to give too much recognition for varsity sports and athletic achievements. Very little social approval is afforded to the average gym student. It is our job as teachers to give opportunity for expression to all talents and interests in the health and physical education field.

The Decathlon Gym Championships is one way our profession can provide status for the average youngster equal to that of the varsity athlete.

Novel Techniques in Teaching Swimming

(Continued from page 54)

factory, but the end of the diving board is even better. Just be careful you can hold your own or at least know how to swim in case you're pulled in by an eager beaver!

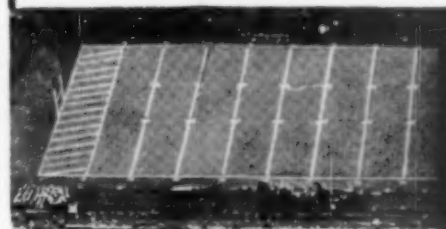
This technique is also popular in training competitive swimmers, using elastic lines attached to the pool wall or an overhead spot on the ceiling. The addition of water level mirrors to enable the performer to observe his own performance, will also prove of value.

The second teaching aid used by the author is that of a swimming pole. This pole may be of bamboo, an inch or two in diameter and six to eight feet long. Make a rope loop at one end by taping the rope around a coat hanger and attaching the hanger hook and rope ends to the pole. The loop may be shaped to resemble a football. When anchored properly to the end of the pole, it will furnish hang-on support to a performer in the water.

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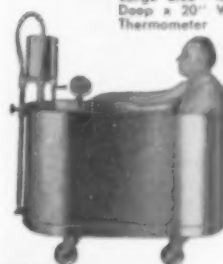
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aiding the performer who's practicing his kick. While the beginner hangs on to the loop, kicking his legs, he has a secure feeling of attachment to his instructor's hand. The pole may be used to assist the beginner in attaining a good near-horizontal position, encouraging the leg stroke without regard to the arms and body position.

Another pole technique that may be developed with practice is assisting the performer in taking his first stroke or strokes. In this exercise the performer holds the loop with the hand nearer his assistor, kicking his legs and reaching with the other hand in partial swim-like fashion. The assistor retaliates with similar movement of the hang-on arm by lifting and pulling it ahead of the performer.

This action, though seemingly awkward at first, may soon lead to a solo action by the performer. The assistor may recognize a weakness in the arm stroke, and after proper positioning the performer, give him extra pull to show the need for added stroke plus kick.

The pole may also be used to give the hesitant beginner that little extra boost or start before soloing to a corner or edge of the pool. Here again the pole may serve as a confidence booster in the beginner's first efforts at entering deep water feet first. Holding the swim pole loop in one hand, he may be quickly taught the proper feet first entry into deep water before his solo or loose pole loop entry.

The innovations described herein—the swim belt and swim pole techniques—may be used in teaching swimming from the pool or float deck in either shallow or deep water. The author is convinced that the shallow water approach is by far the most popular today, but he has realized successes with the above techniques in deep water where children never touch the bottom.

Children learning how to swim in these very unusual circumstances acquire necessary swim skills at an early age, by-passing the normal fears of deep water and the realization that they can't touch the bottom.

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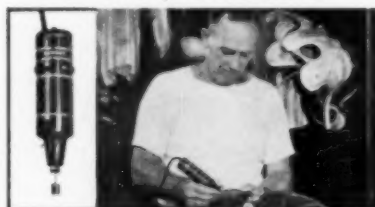
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ALCOHOL EDUCATION (47-50)

- ☐ Additional copies of Larry Snyder Poster

AMERICAN TRAMPOLINE

- (Inside Back Cover)
- ☐ Catalog on Trampolines

AMERICAN WIRE (85)

- ☐ Folder on Locker Baskets, Storage Racks, and Uniform Hangers

ANSCO (53)

- ☐ Information on High Speed 16-mm. Movie Film

AUSTIN, R. E. (14)

- ☐ Catalog of Athletic Field and Gym Equipment

BIKE WEB (21)

- ☐ Training Room Manual

BRADLEY WASHFTN. (18)

- ☐ Bulletin on Shower Equipment

BROWN, M. D. (91)

- ☐ Catalog of Scoremaster Electric Scoreboards

BROWN, WM. C. (88)

- ☐ List of Sports Books

CHICAGO ROLLER SKATE (69)

- ☐ Details on Roller Skating Programs and Equipment

CHICAGO WHEEL (94)

- ☐ Information on Versatile Hand Drill

COSON (41)

- ☐ Booklet, "26 New Indoor and Outdoor Games"

CRETORS & CO. (54)

- ☐ Information on Popcorn Machine

DAKON (93)

- ☐ Catalog of Whirlpool Hydrotherapy Bath

DE BOURGH MFG. (73)

- ☐ Literature on "All-American" Athletic Lockers

DUCOMMUN, M. (90)

- ☐ Catalog of Complete Line of Stop Watches

DU PONT (39)

- ☐ Data on Rapid Reversal Motion Picture Films

EARLVILLE BLEACHER (67)

- ☐ Details on Bleachers

EASTMAN KODAK (23)

- ☐ Folder on Motion Picture Films and Equipment for Sports Analysis

ELMER'S HANDICAPS (85)

- ☐ Information on Weighted Training Devices

FAIR-PLAY (89)

- Electric Scoreboards
- ☐ Basketball Catalog
- ☐ Football Catalog
- ☐ Baseball Catalog

FEATHERLAX (42)

- ☐ Information on Protective Mouthpiece

FEISE, F. C. (83)

- ☐ Folder on Grasstex All-Weather Running Tracks and Tennis Courts

FENNER-HAMILTON (35)

- ☐ Catalog of Gym-Master Line of Trampolines and Gymnastic Equipment

GENERAL ATHLETIC (85)

- ☐ Catalog of Basketball Clothing

GOLD MEDAL PROD. (64)

- ☐ Catalog on Refreshment Equipment and Supplies

GYMNASTIC SUPPLY (59)

- ☐ Buyer's Guide and Catalog of Gymnasium and Field Equipment

HALDEMAN-HOMME (65)

- ☐ Information on Basketball Jump Training Device

HARVARD TAB. TENNIS (43)

- ☐ Table Tennis Tournament Kit

HEATH CO. (83)

- ☐ Catalog on Low-Cost Walkie-Talkies

HILLYARD CHEMICAL (4)

- ☐ Literature on Proper Care of Gym Floors
- ☐ Booklet, "A Study of Economics in Building Maintenance"

HODGMAN RUBBER (63)

- ☐ Catalog of Marcohyde Athletic Clothing

HUNTINGTON LABS. (33)

- ☐ Manual on Gym Floor Maintenance
- ☐ 1960-61 Basketball Coaches Digest (free to coaches, 50¢ to others)

IMPERIAL KNITTING (78)

- ☐ Literature on Award Sweaters

LINEN THREAD (89)

- ☐ Catalog of Quality Nets for All Sports

M-F ATHLETIC (92)

- ☐ Information on M-F Heel Protector

MARSCHALK, PAUL M. (94)

- ☐ Information on Basketball Shooting Training Device

MASTER LOCK (79)

- ☐ Brochure on Key Control Combination Padlocks

METROX (80)

- ☐ Information on Portable Medical Oxygen Unit

MID-WEST MATERIALS (93)

- ☐ Information and Samples of Safe-Line Marking Compound

MOHAWK VALLEY SPTS. (90, 94)

- Information on
- ☐ Basketball Blinders and Rebound Baskets
- ☐ Wrestling Timers, Anklets, and other aids
- ☐ Pole Vault Crossbar Elevator

NADEN (69)

- Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

NATIONAL SPORTS (92)

- ☐ Gym Mat Catalog
- ☐ Circular-on Floor and Wall Mats and Covers, Baseball Bases

NEW EQUIPMENT (72)

- Information on
- ☐ Ank-L-Aid Brace
- ☐ Dry Line Marker
- ☐ Water-Saving Device
- ☐ Basketball Uniform
- ☐ Roll-Out Gym Seats
- ☐ Washer

MASTER COUPON

(See page 95 for other listings)
(Numbers in parentheses denote page
on which advertisement may be found)

NISSEN TRAMPOLINE (1)

- ☐ Catalog of Trampolines
- ☐ Catalog of Gymnastic Equipment
- ☐ Booklet, "What You Should Know About Rebound Tumbling"

OCEAN POOL (26)

- ☐ Catalog on Swim and Pool Equipment

PARAMOUNT BARBELL (91)

- ☐ Catalog on Barbells and Gym Equipment

PENNA. ATH. PROD. (61)

- ☐ Catalog of Pennbilt Basketballs

POCONO FABRICATORS (74)

- ☐ Catalog on Adjustable Football Face Guard

POWERS REGULATOR (36-37)

- ☐ Booklet, "Safe Showers"

PRECISION ATH. GOGGLE (92)

- ☐ Brochure on Non-Shattering Athletic Goggles

PROTECTION EQUIP. (81)

- ☐ Catalog on Palvonte Wrestling and Gym Mats and Football Pads

RALEIGH RECONDITIONERS

- (Back Cover)
- ☐ Information on Reconditioning Service

RAWLINGS (3)

- ☐ Catalog

RECREATION EQUIP. (94)

- Literature on
- ☐ Playground Equipment
- ☐ Indoor Basketball Backstops
- ☐ Swimming Pool Equipment

RIDDELL, JOHN T.

(Inside Front Cover)

- ☐ Information on Quality Line of Football, Baseball, Track, and Basketball Equipment

ROBBINS FLOORING (87)

- ☐ Details on Ironbound Continuous Strip Hard Maple Gym Floors

SAND KNITTING (25)

- ☐ Catalog on Award Sweaters, Jackets, and Blankets

SANI-MIST (22)

- ☐ Sample of Sani-Mist Athlete's Foot Solution
- ☐ Details on Sani-Mist Method

SCHOOL-AID (82)

- ☐ List of Books and Other Coaching Aids

SCOTCH FAIRWAYS (71)

- ☐ Information on Indicator Practice Golf Net

SERON MFG. (79)

- ☐ Information on Basketball Eyeglass Holder, Whistle Lanyard, and Whistle Cover

SNOW-PROOF (74)

- ☐ Information on Leather Softener and Preserver

SNYDER TANK (87)

- ☐ Literature on Steel Stands

SPALDING & BROS. (27)

- ☐ Catalog

SPANJIAN (75)

- ☐ Catalog and Sample Swatch of Spice Knit Baseball Uniforms

STROBRIDGE (87)

- ☐ Brochure on Ideal Basketball Record Book

UniMac (2, 51)

- ☐ Information on School Laundry Equipment

UNIVERSAL BLEACHER (93)

- ☐ Catalog on Portable Steel Bleachers
- ☐ Catalog on Portable Wood Bleachers

VIBRA-WHIRL (73)

- ☐ Brochure on Whirl Pool Baths and Blocking Sleds

WESTERVELT (34)

- ☐ Folder on All-Weather Perma-Track

WHIRL-A-BATH (75)

- ☐ 10-day Free Trial of Non-Electric Whirlpool Bath Unit
- ☐ Literature on Non-Electric Whirlpool Bath Unit

WIGWAM MILLS (66)

- ☐ Information on Elasticized Athletic Socks

WILSON (6)

- ☐ Basketball Catalog

WRIGHT PRODUCTS (68)

- ☐ Information on No-Strip Nylon Football Cleat

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

No coupon honored unless position is stated

October 1960

ADVERTISERS INDEX

AALCO MANUFACTURING COMPANY	92
ABBOTT LABORATORIES	30-31
AIREX DIV. OF THE LIONEL CORP.	45
ALCOHOL EDUCATION	47-50
AMERICAN TRAMPOLINE COMPANY	3rd Cover
AMERICAN WIRE FORM CORPORATION	85
ANSCO DIV. OF GENERAL ANILINE & FILM CORP.	53
AUSTIN, R. E., & SON	14
BIKE WEB COMPANY	21
BRADLEY WASHFOUNTAIN COMPANY	18
BROWN, M. D., COMPANY	91
BROWN, WM. C., COMPANY	88
CHICAGO ROLLER SKATE COMPANY	69
CHICAGO WHEEL & MFG. COMPANY	94
CONVERSE RUBBER COMPANY	17
COSOM INDUSTRIES, INC.	41
CRETORS & COMPANY	54
DAKON CORPORATION	93
DE BOURGH MANUFACTURING COMPANY	73
DUCOMMUN, M., COMPANY	90
DU PONT, E. I., DE NEMOURS & CO.	39
DUTTON, E. P., & COMPANY, INC.	81
EARLVILLE BLEACHER CORPORATION	67
EASTMAN KODAK COMPANY	23
ELMER'S HANDICAPS	85
FAIR-PLAY SCOREBOARD COMPANY	89
FEATHERLAX CORPORATION	42
FEISE, F. C., COMPANY	83
FENNER-HAMILTON CORPORATION	35
GENERAL ATHLETIC PRODUCTS CO.	85
GOLD MEDAL PRODUCTS COMPANY	64
GYMNASTIC SUPPLY COMPANY	59
HALDEMAN HOMME MFG. COMPANY	65
HARVARD TABLE TENNIS COMPANY	43
HEATH COMPANY	83
HILLYARD CHEMICAL COMPANY	4
HODGMAN RUBBER COMPANY	63
HOLT, RINEHART & WINSTON, INC.	67
HOOD RUBBER CO. & B. F. GOODRICH	55
HUNTINGTON LABORATORIES, INC.	33
IMPERIAL KNITTING COMPANY	78
LAURENS LABORATORIES	75
LINEN THREAD COMPANY, INC.	89
LIPPINCOTT, J. B., COMPANY	68, 88
MacGREGOR COMPANY, THE	15
M-F ATHLETIC COMPANY	92
MARSCHALK, PAUL M.	94
MASTER LOCK COMPANY	79
MENNEN COMPANY, THE	57
METROX, INC.	80
MID-WEST MATERIALS COMPANY	93
MOHAWK VALLEY SPORTS, INC.	90, 94
NADEN INDUSTRIES	69
NATIONAL SPORTING GOODS ASSN.	84
NATIONAL SPORTS COMPANY	92
NISSEN TRAMPOLINE COMPANY	1
OCEAN POOL SUPPLY COMPANY	26
PARAMOUNT BARBELL COMPANY	91
PENNSYLVANIA ATHLETIC PRODUCTS DIV.	
THE GENERAL TIRE & RUBBER CO.	61
POCONO FABRICATORS, INC.	74
POWERS REGULATOR COMPANY	36-37
PRECISION ATHLETIC GOGGLE COMPANY	92
PROTECTION EQUIPMENT COMPANY	81
RALEIGH ATHLETIC EQUIPMENT CORP.	4th Cover
RAWLINGS SPORTING GOODS COMPANY	3
RECREATION EQUIPMENT CORPORATION	94
RIDDELL, JOHN T., INC.	2nd Cover
ROBBINS FLOORING COMPANY	87
SAND KNITTING COMPANY	25
SANI-MIST, INC.	22
SCHOOL-AID COMPANY	82
SCOTCH FAIRWAYS, INC.	71
SEAMLESS RUBBER COMPANY	19
SERON MANUFACTURING COMPANY	79
SHUBLOM, WALTER R.	69
SNOW-PROOF COMPANY, THE	74
SNYDER TANK CORPORATION	87
SPALDING, A. G., & BROS.	27
SPANJIAN SPORTSWEAR	75
STROBRIDGE, E. G.	87
UniMac COMPANY	2, 51
UNITED STATES RUBBER COMPANY	58
UNIVERSAL BLEACHER COMPANY	93
VIBRA-WHIRL & COMPANY	73
WESTERVELT, WILLIAM C., & SONS	34
WIGWAM MILLS, INC.	66
WILSON SPORTING GOODS COMPANY	6
WRIGHT PRODUCTS COMPANY	68



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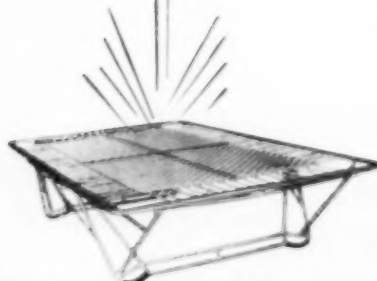
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